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ABSTRACT

The proceedings of the 1972 Illinois Junior College Conference are presented. Sessions on the following topics are summarized: (1) Illinois Junior College Faculty Association Welfare Committee; (2) two meetings of the Junior College Directors of Learning Resource Centers--on establishing criteria for evaluating program priorities and on statewide organization; (3) student personnel--counseling or chaos?; (4) the practical how-to-do-it of State politics; (5) new dimensions in adult-continuing education and community services; (6) audio-tutorial mastery learning in biology; (7) learning module approach to mathematics; (8) computer-based education in the community college: the PLATO project; (9) cooperative programming in curriculum development; (10) capitol development program; (11) the veteran's transition from service to college; (12) comprehensive educational and physical plant master planning; (13) cooperative instructional programs (collegiate common market place); (14) Thomas Jefferson and junior colleges; (15) Federal grantsmanship; and (16) physical education in higher education. Registrants are listed by college. (KM)

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ILLINOIS
Land of Lincoln

PROCEEDINGS

SEVENTH ANNUAL

ILLINOIS JUNIOR COLLEGE CONFERENCE

Editor
G. Robert Darnes

Sponsored By

ILLINOIS JUNIOR COLLEGE BOARD

UNIVERSITY OF CALIF.
LOS ANGELES

APR 02 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 730 061

May 11-13, 1972

Chicago, Illinois

Illinois Junior College Board
544 Iles Park Place
Springfield, Illinois 62706

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PREFACE

The Illinois Junior College Board in cooperation with other junior college organizations has sponsored seven annual statewide junior college conferences. This publication covers in detail the proceedings of the Seventh Conference held May 11-13, 1972.

This conference was another outstanding meeting of junior college students, personnel, and trustees. Also, the days of the conference serve as a meeting time for other related organizations, including Illinois Community College Trustees Association, Illinois Council of Public Community College Presidents, Illinois Junior College Administrators Association, Illinois Junior College Faculty Association, Illinois Association of Community College Students, Illinois Association of Community and Junior Colleges, and Illinois Association of Private Community Colleges.

The Illinois Junior College Board has decided to participate in the Fall Conference sponsored by the Illinois Junior College Administrators Association, in cooperation with Illinois Council of Public Community College Presidents and Illinois Community College Trustees Association. Since this conference addresses itself to so many state problems, the importance of sponsoring a second conference is diminished. Therefore, the Illinois Junior College Board has decided not to sponsor a spring junior college conference.

The members and staff of the Illinois Junior College Board and related organizations extend sincere appreciation to colleges and individuals who gave of their time to make the 1972 conference such a success. Comments indicated that this was one of the most productive conferences held. Recorders and speakers were requested to furnish copies of their materials and we give our thanks. Every effort has been made to ensure that this bulletin reflects the thoughts and ideas of the participants.

G. Robert Darnes
Associate Secretary

Fred L. Wellman
Executive Secretary

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P R O G R A M

Thursday, May 11, 1972

10:00 a.m.-12:00 Noon — JOINT SESSION, ILLINOIS COUNCIL OF PUBLIC COMMUNITY COLLEGE PRESIDENTS AND DEANS WORKSHOP

Presiding: Forest D. Etheredge, President
Waubonsee Community College and
President, Illinois Council of
Public Community College Presidents
and
Fred L. Wellman, Executive Secretary
Illinois Junior College Board

Current IJCB Staff Projects
Statewide Master Planning
Out of State Programs
Innovation - Instructional Projects
Cooperative Projects Among Colleges to Impleme
Collegiate Common Market Place
Future Role of Adult Education Instruction
Implementing Community Services Concept
Implementing the Report of the Illinois Task Force
for Statewide Curriculum Planning
Identifying Upper Division Courses
Program Master Cards and Inventory
Program Application Forms and Procedures
Credit by Examination
Policies for Credit by Work Experience, Seminar
and Laboratory

Recorder: G. Robert Darnes, Associate Secretary
Illinois Junior College Board

10:30 a.m.-12:00 Noon — ILLINOIS JUNIOR COLLEGE FACULTY ASSOCIATION EXECUTIVE COMMITTEE MEETING

1:00 p.m.-3:00 p.m. — JOINT SESSION, JUNIOR COLLEGE-SENIOR COLLEGE COORDINATORS from both two and four year colleges

Presiding: Art Adams, Chairman, Junior College-Senior
College Coordinators
Associate Director of Admissions
Illinois State University

Recorder: G. Robert Darnes

2:00 p.m.- 4:00 p.m. ILLINOIS JUNIOR COLLEGE FACULTY ASSOCIATION COMMITTEE MEETINGS

Athletic Committee
Chairman: Lee Albrecht, Prairie State
Curriculum Committee
Chairman: Betsy Harfst, Kishwaukee
Legislative Committee
Chairman: Jeanne P. Marion, Southwest
Professional Development Committee
Chairman: Thomas Rezner, Carl Sandburg
Vocational Technical Committee
Chairman: Ernest Harfst, Kishwaukee
Professional Welfare Committee
Chairman: Jack Frame, Spoon River College

The Illinois Junior College Faculty Association Welfare Committee met Thursday afternoon, May 11, 1972 at the Bismarck Hotel in Chicago. A sheet was distributed to all attending the meeting, for each one to list their name, institution, and whether each had a new contract for 1972-73 school year. If so, what was the percentage increase in base salary. There were fifteen junior colleges represented at the meeting.

The chairman discussed the do's and don't's of collective bargaining as presented by Genevieve Snider of the A.A.C.P, Curtis Hamilton of the I.E.A.-N.E.A., and Oscar Weill, Executive Secretary of the A.F.T., who at the January 28th meeting in Springfield also spoke, but many were unable to attend due to inclement weather.

The survey taken this past January in regard to the number of faculty on the various steps of the salary schedules, calculations of evening and summer school pay, administrative salaries, etc. was briefly discussed and passed out to those who were unable to attend the January meeting.

Due to the fact that many non-tenure teachers have recently been dismissed from their jobs basically due to personality conflicts rather than incompetency, the members voted in favor of a resolution to aid in preventing this type of action.

The resolution is as follows -- The Illinois Junior College Faculty Association wishes to go on record opposing the dismissal of any faculty member for other than professional reasons. Any proposed dismissal shall be substantiated by written documentation and classroom evaluation of instruction. Furthermore, questions of personality, political activity, organizational membership, or activities outside of the institution should have no bearing on the dismissal of the faculty members.

There was election of a new chairman and vice chairman for the Committee for 1972-73 year. Gus Franklin of Lincoln Land Junior College, Chairman, and Jim Barber of Sauk Valley Junior College, Vice Chairman.

Recorder:
Jack Frame, Chairman
Professional Welfare Committee
Spoon River College

Student Personnel Committee
Temporary Chairman: David Erikson, Loop College
City Colleges of Chicago

2:00 p.m.-4:00 p.m. ILLINOIS COUNCIL OF PUBLIC COMMUNITY COLLEGE PRESIDENTS

2:00 p.m.-4:00 p.m. BUSINESS SESSION, ILLINOIS ASSOCIATION OF PRIVATE COMMUNITY COLLEGES

2:00 p.m.-5:00 p.m. JUNIOR COLLEGE DIRECTORS OF LEARNING RESOURCE CENTERS

Presiding: Kenneth Allen, Assistant Dean of Instruction, Baccalaureate Programs, and Learning Resources, Waubonsee Community College

Topic: How to establish criteria for evaluating program priorities in the face of impending budget cuts.

Summary:

Many Illinois Community Colleges are completing stages of initial development as proposed at the inception of the institution. And as such, these institutions are now being faced with establishing rigid program priorities. Various procedures for evaluation are being instituted to provide data in support of a rationale for conducting an austerity program. It was observed that supportive services are generally caught in this process of cutting back.

If the LRC is to maintain a level of spending capable of supporting existing programs and services, utilization records and detailed substantiating data are needed to support proposed budget allocations and to determine a program of LRC priorities. Long and short range planning are a requisite to the budget making process. Above this basic planning, input from users is needed if a justifiable budget is to be proposed. This in-put takes several forms: faculty needs, professional standards and how well the LRC program of services fulfills the philosophy of the college.

After this initial data gathering, other considerations are put into play. 1) Major expenditures, such as the operation of a television studio, and costs of LRC related instructional programs in Library Technology or TV technician should be isolated from that part of the budget reflecting the growth rate of the Learning Resource Center.

2) Usually, new college programs require an initial, developmental budgetary committment from the LRC. This allocation should be so identified in the proposed budget.

3) Complete program budgeting can be used. LRC requirements for all programs, including locally produced or commercial materials, and equipment should be built in to the operating costs for each program. The inclusion of these basic supportive costs can demonstrate the nature of LRC expenditures by program, thus providing an additional dimension to the proposed budget.

4) Input supplied by faculty through divisional or department chairmen, indicating proposed needs as well as individual past utilization patterns could lend itself to the allocation of LRC funds for materials on a departmental or divisional basis, with a percentage of unencumbered funds reserved for general updating of reference sources and/or special requests which may arise.

5) In the development of special LRC services requiring large equipment expenditures and specialized personnel, it was agreed that grantsmanship is not the answer. The maintenance of such a program, i.e. Television complex, and requisite personnel may be prohibitive for the institution after initial grant funds are expended. Such programs must be included in the long range planning which controls LRC priorities.

In conclusion, proposing a justifiable LRC budget requires detailed program planning based on supportive data supplied by all segments of the institution to determine immediate priorities as well as long range goals.

3:30 p.m.- 5:30 p.m. JUNIOR COLLEGE-SENIOR COLLEGE COORDINATORS FROM SENIOR INSTITUTIONS

Presiding: Art Adams

4:00 p.m - 5:00 p.m. ILLINOIS JUNIOR COLLEGE FACULTY ASSOCIATION DELEGATE ASSEMBLY

6:30 p.m. ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES BOARD OF DIRECTORS DINNER AND MEETING

Presiding: Robert E. Sechler, President
Illinois Association of Community and Junior colleges

7:30 p.m. - 9:00 p.m. JUNIOR COLLEGE INSTRUCTIONAL DEANS WORKSHOP

Presiding: G. Robert Darnes, Associate Secretary
Illinois Junior College Board

Resource Participant:
Richard L. Fox, Associate Secretary
Illinois Junior College Board

Forms and procedures for curriculum approval
General Education Compact
Credit by Examination
Constitution Examination
Policies for Credit by Work Experience, Seminar and Laboratory
Procedures for identifying courses and programs which have been withdrawn
General education and the Associate in Applied Science Degree

7:30 p.m. - 9:00 p.m. JUNIOR COLLEGE DIRECTORS OF LEARNING RESOURCE CENTERS

Presiding: Margaret A. Wainer, Director
Learning Resource Center
Carl Sandburg College

Topic: Statewide Organization: Communication Cooperation, or Chaos?

Summary:

The association between IACJC and Library-Learning Resource Center Directors should provide a clear means of communication and interchange with the deans and presidents as groups as well as additional opportunity for professional exchange. The role of this organization is distinct from other organizations such as the Illinois Library Association, Illinois Audiovisual Association, Illinois Junior College Librarians' Group, as well as ACRL sub-section of the ALA, and AECT. Because of these many professional opportunities and the lack of sufficient travel monies, the LRC group affiliated with IACJC has not received full support from Illinois colleges. This desire to maintain a closer identity with other LRC personnel rather than with junior college administrators causes a communications condition when these same individuals simply fail to understand rejected budgets and program proposals at the institutional level. To date no concensus concerning a relationship between Librarians and Administrators in IACJC has been reached.

Because of this lack of a concensus by the participants, it was decided to gather additional input so as to better formulate a basis for formal discussions with the body of junior college administrators or possibly to eliminate LRC personnel participation in IACJC.

The instrument to provide this data will be a survey which will be distributed during the summer. Tabulated results will be disseminated before the fall conference of Junior College Administrators Group.

Recorder: Margaret Wainer, Director
Learning Resource Center
Carl Sandburg College

8:00 p.m.-10:00 p.m. ILLINOIS ASSOCIATION OF COMMUNITY COLLEGE STUDENTS
BOARD OF DIRECTORS

FRIDAY, MAY 12

9:00 a.m.-12:00 Noon MEETING - ILLINOIS JUNIOR COLLEGE BOARD

Presiding: Rey W. Brune, Chairman

9:30 a.m.-11:00 a.m. GENERAL SESSION, ILLINOIS ASSOCIATION OF COMMUNITY COLLEGE STUDENTS

Presiding: Pauline F. Howard, President

11:00 a.m.-12:00 Noon THREE SEMINARS, sponsored by ILLINOIS ASSOCIATION OF COMMUNITY COLLEGE STUDENTS
Parliamentary Procedure
Political Science
Community College and Its Relationship to the Community

9:00 a.m.-10:30 a.m. GENERAL SESSION, ILLINOIS JUNIOR COLLEGE FACULTY ASSOCIATION

Presiding: David Erikson, President
Loop College, City Colleges of Chicago

10:30 a.m.-12:00 Noon SEMINARS SPONSORED BY ILLINOIS JUNIOR COLLEGE FACULTY DIVISION

Collective Bargaining in '72

Moderator: Lee Albrecht, Prairie State College
Norman Swenson, President, Cook County Federation of Teachers
R. Theodore Clark - Board Negotiator, Chicago Area
William Patton - Faculty Negotiator, Prairie State College
Jessalyn Nicklas - Trustee, William Rainey Harper College

Viewpoints on Tenure

Moderator: John Kinne, Lincoln Land Community College
Robert Turner, President, Moraine Valley Community College
Leon Novar, Faculty, Mayfair College--City Colleges of Chicago
John Lewis, Trustee, Carl Sandburg College
Roger Crane, Faculty, Belleville Area College

Student Personnel - Counseling or Chaos?

Moderator: Jeanette Thayer, Illinois Central College

Mrs. Lou Raguse, Student, Kishwaukee College
Jack Frame, Counselor, Spoon River College
Warren Nieburg, Dean of Continuing Education, Belleville Area College

Summary:

When the Executive Committee was planning for the conference program, several topics, with reasons for their being considered, were suggested. "Student Personnel - Counseling or Chaos?" was chosen because many counselors felt that they could not define their functions, or that the functions varied too much from school to school; also, because students claimed that they could not get to see counselors, did not know that they should see counselors, or were unaware of what services counselors could provide and because even administrators were not entirely clear as to the role of the counselor.

The panel presentations and question and answer period proved that this confusion over the counseling role does exist.

Lou Raguse was the student panelist from Kishwaukee Community College. Through consulting with counselors and students, and through personal

observation and experience she came up with some of the following comments:

1. Students do not know who the counselors are. The counselors remain, for the most part, allusive, illusive and ambiguous.

2. Up to 60% of their time is spent in administrative duties.

3. They are held in awe by the students.

4. The student is unaware that he is being shorted.

5. The student does not know when and for what reasons he should see an advisor or counselor.

6. The students are not aware of financial aids available to them.

7. The student must have priority on time and effort of the counselor.

8. Orientation to counseling should be provided for part-time and evening students.

9. Because of lack of counseling many students lose from 3 to 12 hours in transferring to higher education.

10. Often students cannot find the proper counselor, or are given an appointment for days or weeks later when they are having a "now" problem.

11. Some give only group counseling, while the students may have personal problems that need private counseling.

She, herself, did not find help she needed when she sought counseling, but did find it through the Mental Health Center.

Jack Frame of Spoon River College made his presentation from the counselors point of view (or his own, as the counselor representative).

1. Counseling programs should be set up by trained counselors rather than by administration or some other management.

2. Some find that their duties seem to consist of:
   a. Keeping student files up to date
   b. Working with administration (remember that up to 60% of the time)
   c. Checking on absenteeism.

3. The following are some of the duties that counselors should be performing:
   a. Testing
   b. Advising and Counseling
   c. Assisting in job placement
   d. Assisting in solving classroom problems
   e. Working directly with student to improve student's work (may be a matter of ego or self-image building or helping remove home or financial pressures)
   f. Providing information to teacher on the student

g. Providing material and information to faculty on student transfer
h. Showing the student the connection between what goes on in class and what is expected in the work world or in higher education.

4. How a counselor should be defined:
   a. A faculty member, not an administrator
   b. An easily recognizable agent for the student, easily found by student, and not considered a "Head-Shrinker"
   c. A person with counseling background.

5. The counselor is there to do the following:
   a. To follow up on transfer, to be aware of how his college's students matriculate in the higher education
   b. To be interested in the student as a total human being
   c. To aid student to get maximum benefits from all the services of the college
   d. To orientate the faculty to services available
   e. To hand-pick faculty for advising
   f. To teach freshmen orientation
   g. To conduct human-potential seminars

6. The counselors' role should be defined in the faculty handbook.

Dr. Warren Nieburg, Dean of Continuing Education at Belleville Area College, spoke from the administrative point of view. Mainly, he felt:

1. Counseling is a community service (as is the Community College).

2. Vocational counseling should not be subordinate to transfer as the Community College serves <u>all</u> students with varied interests and backgrounds.

3. Function of the counselor should be defined, as well as the qualifications.

4. Standards should be statewide.

5. Counseling should provide mediation between pressure points:
   a. Student and Society
   b. Student and Faculty

6. Counselors should:
   a. Have specific assignments in specific areas
   b. Be well trained
   c. Have released time

Recorder: Jeanette A. Thayer
Illinois Central College

10:00 a.m.-10:30 a.m. BUSINESS SESSION, ILLINOIS JUNIOR COLLEGE ADMINISTRATORS ASSOCIATION

Presiding: W. Lamar Fly, Chairman
President, Kishwaukee College

10:30 a.m.-12:00 Noon COUNCIL ON INSTRUCTION

Presiding: Kenneth E. Shibata, Dean of Instruction
Waubonsee Community College

Speaker: Stanley C. Roe, Dean of Business Services
Waubonsee Community College

"Ramifications of Negotiations in Instruction"

COUNCIL ON BUSINESS AFFAIRS

Presiding: Duane Kessler, Dean of Business Services
Kaskaskia College

Buzz Session - Business Officials

COUNCIL ON STUDENT SERVICES

Presiding: Henry H. Brown, Dean of Student
Personnel Services, Lincoln Land
Community College

Buzz Session - Deans of Student Services

COUNCIL ON GENERAL ADMINISTRATION

Presiding: W. Lamar Fly, President
Kishwaukee College

Speaker: George Potter
Jackson Community College
Jackson, Michigan

"The Practical How-To-Do-It of State Politics"

Thanks very much, John. Distinguished guests at the head table, fellow Community College Trustees, and other members of the Community College movement. It is a real pleasure for me to be here today. This is the first time, although I did participate in a workshop yesterday, the first time I've had the opportunity to give a formal speech to the Illinois Junior College people. I must confess that right now I feel somewhat like the young minister who came to Jackson, Michigan a few years ago, fresh out of Seminary to accept a position of associate-minister in one of our local churches. For the first few months he performed the usual duties of associate ministers. He worked with the youth groups, he counselled the members of the congregation and he directed the choir group. Finally, that particular Sunday approached when he was called upon to deliver his first sermon. But he had never been a public speaker before, and he was quite upset at the prospect of standing in front of the congregation on Sunday morning. As the Sunday approached, he became even more upset and more nervous. Finally, he went to the senior Minister and said, "Reverend, I can't go through with it; I can't deliver that sermon." The senior minister asked what the problem was and he told him. He said, "Well look, you know I still have that problem when Sunday approaches. Many years ago I learned a little trick. I learned how to overcome my nervousness."

"Well, what is it?"

"You know that glass out there on the pulpit that I sip on throughout the sermon?"

"Well, yes."

"You think that's water?"

"Well, Yes."

"So does the rest of the congregation, but it really isn't. It's a martini. Now you take a martini out to the pulpit with you on Sunday and you sip on it before your sermon and throughout your sermon and you will be surprised how quickly you will become at ease. You'll have no trouble whatever in delivering the sermon."

Sunday came and the young minister got up and delivered a hell-fire-damnation sermon. He had the entire congregation sitting on the edge of their pews. When the services were over, he went to the front of the door and shook hands with the members. Without an exception, they all told him what a fine job he had done and what a fine sermon it was. Well, his chest swelled up with pride, but he still needed the approval of the senior minister, so he rushed back into the church and said, "Well, Reverend, how did I do?"

"Son, that was the finest first sermon I've ever heard delivered. I do though have three small suggestions."

"Yes? Well, what are they?"

"When you go up to the pulpit, take an ordinary drinking glass, not a long stem martini glass."

"O.K., what's your second suggestion?"

"Before you go out to the pulpit, take the olive out of the martini."

"O.K., what's the last suggestion?"

"Son, I think if you'll carefully read the Old Testament, you will find that David slew the Phillistines with the jawbone of an ass, he didn't beat the hell out of them."

I think it is somewhat presumptuous for me to come here to tell you how to be effectively involved in the legislative process in Illinois, because I know nothing about your legislators or your legislative process. My whole career involvement in legislation has been either in the Michigan level or the federal level as a member of the AAJC Commission on Legislation. However, my experience has taught me certain fundamental rules in effective lobbying or effectively engaging in legislative process which, frankly, I think with certain modification would meet your local problem and can be effective in any state, at any level of government. I am appalled, as I travel around, when occasionally I run into a president or even once in a while a trustee who makes the statement to me that trustees should not be involved in the legislative process, that it should be left to the professionals, the presidents. They know what they are talking about.

The implication is really twofold. First of all, the trustees are either unwilling or unable to spend the time to learn the legislative process, and even if they do they are not effective in it. I submit to you that both inferences, both implications are really at fault.

First of all, I've seen it in Michigan and at the federal level, trustees, if they are asked to participate, if they are given the motivation, will spend time, an ungodly amount of time, time that takes them away from their own personal and business life, to lobby, to engage in the legislative processes for their community colleges; and further, while it has been my experience that presidents are more effective in dealing with state agencies, because they are professionals dealing with professionals, the trustees are more effective than presidents in dealing with legislators, because legislators for some reason have an inherent distrust of professionals. They look at them as people trying to feather their own nests. But trustees, particularly in Illinois and in Michigan were we are elected, are like legislators, are politicians, public officials. We represent people, and those people are votes and when legislators deal with us they deal with us as equals. They know we have influence back in our community, for we have people that look to us for guidance, and they need our support. So trustees do belong in the legislative process. The question is not whether they belong, but how can they most effectively engage in that legislative process.

I think it really boils down to three basic questions. One, organization at the state level. Two, hire an effective lobbyist in your state capital. Three, and by far the most important of all, do your homework at the local level with your local legislators. Now let's look at each of these at a little more in detail.

Organization. I think the question I am most frequently asked is what shape should the organization take, what group should be involved in your state organization?

Several patterns have developed throughout the country. One, of course, is what I call the umbrella approach. One single state organization, representing faculty, students, administrators, presidents and trustees. Almost without exception, these organizations have been very, very ineffective in the legislative process. In fact one after another they have broken up. The reason is a simple one. While there are times when students, faculty, presidents and trustees share a common legislative goal, there are also times when we don't share goals. In fact, there are many times when our interests in the legislative arena are diametrically opposed, and you can't have one organization which attempts to represent groups of divergent views and divergent interests.

The other pattern and the one that probably is the most prevalent in the country is the separate organization: where the faculty have their own organization, the students theirs, the administration theirs and the trustees theirs. I submit that this type of pattern can be effective, if there is a high degree of coordination between the presidents and the trustees. I've never seen a situation where the presidents and trustees had a separate interest in legislation. They both represent the management of the institution. They both are a part of the management team. I don't think it is possible to speak with two voices, with those two voices on behalf of management saying different things.

Michigan has a rather unique situation. Apparently, we are the only state organization in the country that is organized along the lines we are. I know many of you are familiar with our organization.

Back around 1957, our presidents in Michigan formed an organization known as the Michigan Council of Community College Administrators. It was a Presidents' Conference, when most of our junior colleges were a part of the "K-14" situation. In 1965, when the majority of our colleges became independent districts, the trustees organized to form the Michigan Association of Community College Boards.

In order to insure effective coordination, we hired the same executive secretary, hired to be our lobbyist and we have the same executive office. Unfortunately, while it looked good on paper, it did not work out very well. Our presidents met once a month, but more often than not couldn't agree on anything. The trustees met once, and sometimes twice a year. It wasn't often enough to do much of anything effectively. The trustees became very frustrated, because the executive secretary was taking most of his directions from the Presidents who, of course, met once a month on a regular basis. There was a movement on foot to break off completely, not only to continue our separate organization but to organize our own office and hire our own executive secretary. I happened to be opposed to that movement and became involved in a counter effort. We were successful. We merged the two organizations into what is known as the Michigan Community College Association, an organization which has been in effect since November, 1969. Our bylaws provide for a board of directors, made up of the president and one trustee from each institution. By our bylaws we must meet seven times yearly, most of those meetings being during the legislative session. On a practical basis, we have to have a couple of special sessions, so on an average we meet nine times a year. One president, one trustee from each institution. But we also did something to force them to work together. We gave each college only one vote, so they get together to decide on how that vote is cast. But we get together, we have the professional views of our presidents and we have the political, more practical views sometimes, of our trustees, working together. We meet on a regular basis, we review legislation, we take positions. But once those positions are taken, with very few exceptions, every one plays by the rules of the game and goes along with the ultimate state position and promotes the legislation that our organization has proposed or sponsored or supported, and opposes the legislation that our state association has opposed. It does work very effectively in Michigan. We are a management organization; we are made up of a management team, the president and his board.

I think the best tribute to our effectiveness in Michigan was given a year ago by the President of our State Board of Education, with which we are frequently at odds in Michigan because of their efforts to exercise greater and greater control and our efforts to maintain the autonomy that we feel we need, to do an effective job in our community. But the President of the State Board of Education in a workshop made this statement, "Since the presidents and trustees in Michigan merged into one organization, they have become the most effective political force in all education in our state."

Regardless, whether you continue the separate organization that you have here or someday you go to the Michigan pattern, it is important, in my opinion, that you do work together, presidents and trustees--the management team, coordinating your efforts in the legislative process.

The second thing that I think has to be done is to hire a lobbyist. I must confess I don't agree that you hire a professional lobbyist, some one outside of your office who may lobby for other people. Legislators, at least in Michigan and I suppose this is true everywhere, don't like to see public agencies engage in lobbying; and they don't like to see you using public funds to hire lobbyists. Consequently, organizations which have hired outside lobbyists have not been nearly as effective as organizations which have a person on their staff who happens to be a very effective lobbyist. In Michigan our executive secretary serves that role. At AAJC we have a director of governmental affairs, Frank Mensel, whom many of your know, who fills that role. I can tell you that Frank gets a lot more doors open and has a lot more influence when he is a part of the community college organization than he would if he was a separate lobbyist who just happens to have

the community colleges as a client. But you have got to have lobbying. It's got to be someone that is there to provide the legislator with information. To keep on top of things as they occur in the state capital, and most important of all, to keep you informed. We have a hot line in Michigan. Every time a bill is introduced or every time it comes out of committee, within 24 hours, every trustee on our state association board and every president of an institution knows what is happening with instructions as to what action should be taken. So you have got to have someone there at your state capital coordinating your legislative effort. This is one of the most important, if not the most important function of your lobbying.

Finally, you have got to do your homework at your local level. You can have the most effective, the strongest trustees' association possible, you can have the best lobbyist that money can buy, but if you don't do the job with your local legislator at the local level, you are not going to be successful in the legislative process.

Now how do you go about it? All I can tell you is some of the things we do in Michigan which we feel have been reasonably effective. In Jackson, for example, we have semi-annual meetings with our three legislators. We bring them in for dinner, frankly we buy them a few drinks. We have our business manager there, they go through the entire budget so they know where we stand financially. They know where we are spending the money, where our income is coming from and how much we must have from the state to do the job. We go through the other legislative proposals in which we are interested and tell them that we need their support, why we need their support or why we need their opposition and what the effect will be if they don't support us.

Our second meeting is normally during the legislative session to cover matters that arose after the session began or legislation which has been introduced by somebody else which is not favorable to the community colleges' interest. But even with the semi-annual meetings, you have got to follow up. Letters and telephone calls are very effective, but even more effective is a regular visit to your state capitol. In Jackson and in most junior college districts in Michigan, the president visits the state capital on an average of at least once every two weeks, and I am up there almost as much, sometimes with the president and sometimes separately. But we are both saying the same thing to the same people. We keep hammering and hammering on it: we need your help on these bills, this is why we need your help, we want it, we expect it. We don't only contact our local legislators with whom we have the greatest influence, but we also contact the key people. Oh yes, we can't influence the voters in their district, but at least we show them that we are interested. We contact the chairman of the appropriations committee, the chairman of the education committee, drop in on them, let them know we are here, that we are interested and why. Also we contact the staff people of the legislators. They are very influential in cutting these bills, and a lot of the language that goes into those bills was developed by the staff, people in both houses of the legislature. Find out who they are and pay them a visit. Don't leave that up just to your lobbyist. Ask for a commitment. Don't ever hesitate to ask for a commitment. Point blank, do we have your vote? In Michigan we keep a tally chart on every piece of major legislation in our state office. We know which legislators were committed to vote against it, we know which legislators were committed to vote for it, and which legislators could not be committed at all. We work and work and work on those legislators. We know which districts they are in so we know whom we have to contact. We make no bones about it. We ask for their support, we demand their support and if we get their commitment for support we don't stop there. We keep after them, because when it gets to the amendment on the floor, when it gets to taking it out of committee, a lot of things can happen, and you have to keep right after them. Make sure

they are following through on their commitments, or you find they are not going to vote for you. Don't stop there, don't write them off. There is somebody in your district who contributed substantial sums to their campaign. There is somebody in your district who provided organizational effort for them. There is somebody in your district who is a friend of that legislator. Find out who those people are who have influence on that legislator. Don't forget to ask them to work for you, enlist their efforts to work in your behalf. Every legislator that I've ever met is influenced by somebody; and if you don't have that influence on your board or within your institution, then find out who does in your community and get them working for you. When a legislator supports you, you have got to reward him. You have got to show him that you appreciate what he has done for you. I think the outstanding example of this in Michigan was when one of my fellow board chairmen of South Michigan College named one of their buildings after Senator Charles Vallor, Chairman of the appropriations committee, who just happens to reside in his district. I kid Fred a lot about having that plaque on the building removable, so he could review it annually to see if Senator Vallor appreciated having the building named after him. But if you have honorary degrees or distinguished service awards give them to your legislator. We are giving one to our legislator at our commencement next month.

Publicize their support. Bring them on campus. Have a legislator day for a particular legislator. Have him visit your campus, meet the people on campus, give it publicity in the papers, "This is John Jones Day at our college," to thank John Jones for the support he has given you in Springfield. They appreciate this. Nothing is more palatable to a public official than publicity, for this is the basis on which he is elected. The more you publicize what he has done for you, the more he is going to continue for you in the future. On a rare occasion, if we do our job correctly, you are going to find a legislator who continues to fail to support you, continually opposes your interest. I think you have to take the bull by the horns. You have to make the necessary adjustments to see that he is not re-elected the next time around, whether that means giving money to his opponent's campaign, giving organizational effort or whatever is necessary. If you have a legislator who continually refuses to support you, then it is certainly within the rules of lobbying to do everything to see that he is replaced by someone who will. Throughout all of your efforts, there are two principles that I think are extremely important.

One, be selective. Be selective in the legislation you go all out for. That doesn't mean that as a state association you can't take a stand on almost every piece of legislation that effects the community colleges. But don't pull out all stops. Don't go to bat with the legislator on every bit. There are some bills that you just as soon didn't go through, but if they do, they are not going to kill you. And there are other bills, you would like to see passed, but if they don't get passed, again it is not going to make a great deal of difference. Don't use your best efforts on those bills. Pick out 3, 4 or 5 key bills in each session and work on those bills, put the pressure on for those bills. If you do you are likely to bat 75 to 100%. If you waste your efforts on every bill that comes along, you are going to lose some of the important ones as well as some of the unimportant ones.

Secondly, be informed. Don't intentionally or otherwise misinform or mislead a legislator. Because if on the basis of your misleading information he sticks his neck out and he gets it chopped off, he'll never forgive you. If you tell him a bill will have a certain effect on your institution, you had better be telling a straight story. Don't exaggerate. They are not dumb. They don't like to be mislead. As I say, if you do it once, if you mislead that legislator once, he is never going to have complete confidence in you again.

Yesterday I heard one of your gubernatorial candidates say that in Illinois the community colleges enroll 40% of the students and are receiving 13% of the state funds. If you are satisfied with that, if you think that is enough money to let you do the things you need to do, and if you are satisfied and think that the legislator in his infinite wisdom is going to pass only the good legislation and kill all bad legislation, then I suggest that you don't pay any attention to what I said today. Don't bother to get involved in the legislative process. But if you need more money to continue to provide new programs for your community, to continue to be the viable institutions that you are, if you don't think that the legislator without your help is always going to do the right thing, then I suggest you learn how to use the legislative process, that you develop your political skill and you jump feet first. If you do the community colleges in this state will be, if they aren't already, the most important, the most effective, the most powerful political force in all education.

Thank you.

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12:00 Noon- 1:45 p.m. FIRST GENERAL SESSION AND LUNCHEON
(Sponsored by Illinois Junior College Administrators Association)

Presiding: W. Lamar Fly, President of Illinois Junior College Administrators Association, President, Kishwaukee College

Speaker: Dan Walker
Democratic Gubernatorial Candidate
State of Illinois

2:00 p.m.- 5:00 p.m. SEMINARS TO BE SPONSORED BY ILLINOIS JUNIOR COLLEGE BOARD

STUDENT PERSONNEL SERVICES - STATEWIDE STUDY

Chairman: John P. Donohue, Dean of Student Personnel
Oakton Community College

Recorder: Thomas A. Juravich
Dean of Student Personnel Services
Lewis and Clark Community College

NEW DIMENSIONS IN ADULT-CONTINUING EDUCATION AND COMMUNITY SERVICES

Chairman: Aimee I. Horton, Director
Office of Adult Education
Loop College--City Colleges of Chicago

Recorder: Robert S. Smolich
Dean of Academic Affairs
Spoon River College

Summary:

Chairman Horton introduced the topic of "New Dimensions in Adult-Continuing Education and Community Services" by stressing the various freedoms enjoyed in Adult-Continuing Education -- freedom of choice in terms of who teaches, what is taught, and where it is taught. She commented that "We have the type of freedom undergraduates seem to want; traditions do not put us in a bind." Further, "The way in which we use our freedom is up to us."

A question arose from the audience concerning the meaning (or definition) of adult education. The chairman avoided categorizing students or program but stressed that the concept referred to a response to an educational need. James McGhee, Rend Lake College, called attention to the probability that all students beyond age 18 may now be termed "adults" and that all community college programs are, in effect, "Adult Education."

The topic of this meeting "New Dimensions in Adult-Continuing Education and Community Services" undoubtedly is broad enough to encompass almost any new program or strategy development. More than likely, this was the intent of the originator of the topic. In still another sense, it is broad enough to encompass most anything --even the very organization or existence of Adult-Continuing Education itself in Illinois. The meeting had not been underway more than five minutes when the topic was modified, in effect, to "New Frustrations in Adult-Continuing Education" as a result of a number of guests expressing grave concern over the recent proposed reorganization of Adult-Continuing Education by the Illinois Junior College Board. These guests frankly admitted that these developments and uncertainties were the motivation behind their attendance at this meeting. There seemed to be an unexpressed agreement that this area of concern should replace any theoretical or descriptive reports. Because of this changed emphasis, several lay guests who were to provide insights into new program developments in Chicago were not heard.

Dr. John Forbes, IJCB, became an important resource person concerning the new topic because of his centrality to the problem and developments. He provided background material on recent discussions behind the reorganization and explained that an attempt was made recently at a meeting at Moraine Valley to define adult education to no avail. Further, an ad hoc committee met shortly before this conference and started to discuss a position paper concerning the reorganization but there was considerable disagreement. He explained that recent reorganization proposals were still in the discussion stage.

Dr. Forbes expressed regrets for not having any direction for Adult-Continuing Education because the State itself has not given any. He sympathized with those in community colleges working with Adult-Continuing Education for the lack of direction and explained that he would be alarmed, too, if he were working at that level. He suggested that all directors proceed as if funding will continue. He felt that most courses will be funded.

Dave Ferris, Kankakee, questioned whether or not it was legal to stop funding. He commented that the Junior College Act requires that Adult-Continuing Education be provided.

Dr. Forbes suggested that there appears to be an attempt to move from the adult education concept of high schools (adults in the evenings) where adult education is of a low priority level to a shared responsibility where ALL of us as professionals can help in the broader community college job. He stressed that just meeting classes is no longer adequate but that we should share with the entire community our expertise.

Dr. Robert L. Jack, Thornton, wondered how people at the state level could be motivated to act on behalf of Adult-Continuing Education.

Several participants expressed concern over the disproportionate influence that the Unit Cost and WICHE systems have had in the reclassification of Adult-Continuing Education.

Phillip Walker, Parkland, observed that the frustrations of those at the grass-roots level were being expressed. He asked for an expression of the frustrations felt by the LJCB. Mrs. Louise Neyhart, LJCB member, expressed her disappointment in the lack of ways to expand directions in Adult-Continuing Education. She suggested that the state legislature should be asked to take a new direction and that clarification through legislation is needed.

John Trebbe, Triton, asserted that directors of Adult-Continuing Education could live with the Walsh Amendment and withdrawal of funding for recreation and leisure courses but that credit equivalency programs are a completely different situation and any withdrawal of funding in this area could not be lived with.

Frank Hurt, Prairie State, prepared a proposed resolution which would ask for a legal opinion on the status of Adult-Continuing Education as expressed in the Junior College Act. After revision, a motion was made by John Trebbe, Triton, seconded by Bill Hoban, Waubonsee, that a resolution be formulated seeking a legal opinion on the extent to which the 1965 charter legislation specifies that Adult-Continuing Education credit equivalency courses be established in a district category for classification and equal funding purposes. The motion was unanimously approved by those present.

The discussion moved to the problem of information on legislation reaching those in Adult-Continuing Education so very late that almost nothing can be done in terms of inputs.

Mrs. Margaret Lujan, Latin American Citizens League, offered the services of the organization in making information known to community colleges. She expressed gratitude for the community colleges "coming out" to the Spanish-speaking communities and offering their services.

Dr. Forbes pleaded that all not be discouraged despite all the reasons to be such. He asked for representatives of the group to meet with the LJCB and staff later to discuss these concerns.

SUMMARY: The formal organization of Adult-Continuing Education as a distinct entity is in a period of transition or at least reorganization. Few, if any, guidelines, policies, or procedures have been developed by the state legislature to give direction to future developments. Even the LJCB is at a loss as to the near future of Adult-Continuing Education in Illinois. These uncertainties and apparent demise of Adult-Continuing Education as a distinct organizational and administrative entity have produced insecurities and frustrations throughout the entire Adult-Continuing Education program of the state. These frustrations can only contribute to the ill health of this important segment of community college education.

Recorder: Robert S. Smolich
Dean of Academic Affairs
Spoon River College

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INNOVATIVE INSTRUCTION (LEARNING DELIVERY SYSTEMS)

Presiding: G. Robert Darnes, Associate Secretary
Illinois Junior College Board

Presentors:

"Auto-Tutorial Mastery Learning In Biology"
Charles Beetz, Lead Instructor in Biology
Parkland College

"Learning Module Approach to Mathematics"
Mrs. Pauline Jenness
William Rainey Harper College

"Computer-based Education in the Community College: The PLATO Project"
Paul H. Elliott, Assistant Specialist in Education
University of Illinois

"Cooperative Programming in Curriculum Development"
Donald Green, Dean of Technical and Vocational Education
Elgin Community College;

Lee Thompson, Assistant Dean of Instruction
Occupational Programs, Waubonsee Community College;

Kenneth E. Shibata, Dean of Instruction,
Waubonsee Community College

Recorder: Robert D. Kruppa, Director of Instruction
Kankakee Community College

Presentor: "Auto-Tutorial Mastery Learning in Biology"
Charles Beets, Lead Instructor in Biology
Parkland College

GENERAL BIOLOGY

is a name
and a number
in a catalogue
it has no other existence
only an awareness
in the minds of some students
and some teachers
that conventional approaches are not enough
a feeling that
degrees
grades
authoritative lectures
to passive notetakers
fragments of knowledge
in uncommitted compartments
have little to do with education

a sense that
a community college is for cooperative thinking
and difficult thinking
and joyous thinking
for thinking about the obscure relations
between what is
and what should be
between what we know
and what we do
for thinking above all about things that matter

The above quote pretty much explains our attitudes and philosophy. It represents the things we want to achieve in biology. We will not be 100% successful. Most of our previous educational experiences as well as yours have been directed another way. This means that occasionally (and only occasionally) we may slip back into styles that are more familiar to us. If you see this happening, let us know. We all need to be occasionally reminded to get back on the track.

Well, enough of that. Just what is General Biology all about?

When college students today are asked to express their opinion of the education they are receiving, two complaints are invariably voiced. One is the impersonality of the institution and people in it toward the student, and the other is that what the students are forced to learn is irrelevant. We consider these complaints valid and have attempted to correct them in General Biology. The problem of impersonality was easy. Parkland (and other community colleges like it) are primarily interested in you, the student. It's not without pride that we can truthfully say that at Parkland and particularly in General Biology each student is not considered a number but a living, breathing person with his own unique set of values, interests and abilities.

The problem of irrelevance was a little more difficult to solve. It involved an almost complete revision of the course content. The topics we will consider in General Biology 101, 102, and 103 will be nothing like the "biology" you had in high school. You will <u>not</u>, for example, dissect a frog (or clam or earthworm or fetal pig) or memorize a list of words apparently for no other reason than just to regurgitate them on an exam or "learn" the classification of the plant and animal kingdom. What relationship these types of things could have to your life is frankly beyond us. At a time when the next few years are being labeled "the age of biology" studying such trivia as listed above would be ludicrous. You will be asked to attempt something that unfortunately very few of us (through no fault of our own, however) have ever tried - thinking!

The method that we use in Biology 101, 102, and 103 is what is known as audio-tutorial (A-T). The A-T system makes use of tape machines, video-tapes, slides and other mechanical means to assist us in presenting a topic. We will not try to explain the approach here in detail. Your instructors will adequately handle that. Even though machines are used, the student-teacher contact and interreaction is increased rather than decreased. As you will find out, the formality of a traditional classroom situation soon breaks down. Over 96% of our students last year indicated that they preferred the A-T method over the traditional lecture-lab approach.

The course is also organized so that you can adapt your study to your individual background, interest and capacity. We accomplish this by using a system known as mastery learning.

The primary difference between traditional educational methods and mastery learning is that with the latter, emphasis is on performance alone and not on both performance and time. As you will soon see, there are some very good advantages to this system: (1) it allows the student the maximum degree of flexibility presently possible. A student is able to go through the course at virtually his own pace; (2) it allows the student to pick his own grade level and virtually guarantees that grade to the student.

Mastery learning basically works like this: A student picks his mastery level from those listed. (See the sheet titled Mastery Learning Criteria). He will continue to do the work for each module until he feels competent to meet his desired level of mastery. He then takes an oral and written evaluation over the module. If he meets his mastery level, he may then continue on with the next module, etc. If he doesn't meet his mastery level, he keeps recycling through the material until he does achieve his desired level of learning. In this way individual student differences are taken into consideration. A student that finds the material easy can work fairly rapidly. Likewise, a student that finds the work of a certain module particularly difficult can spend the extra time necessary. Neither student has to be evaluated over a module until he feels ready.

The course is divided into various modules of work. Most of them are one unit long although some are ½ units or 1½ units. Each unit is so designed to be completed in about one week's time. To receive credit for BIO 101, you will have to complete ten units of course work. In 101, the first 7 units are required of everyone in the course (this may vary from course to course). The rest of the ten units are to be taken from the list of optional modules (see the list of modules). You are free to choose the ones you want to complete the course. In this way your educational experiences may be somewhat tailored to your individual interests and desires.

TERMINOLOGY

Here are a few terms common to audio-tutorial instruction; and what they mean:

1. IES (Integrated Evaluation Session) - This is the time that evaluations are given. With a mastery learning approach, the term applies primarily to the oral evaluation.

2. SAS (Small Assembly Session) - These are the discussion sessions that are scheduled for each module. A list of times, places, and instructors for SAS is posted each week in the Learning Center (Room 116). The discussion session provides you with an opportunity to get together and exchange ideas with other students. It is a student based discussion with most of the ideas coming from you. SAS is not a lecture period.

3. ISS (Independent Study Session) - This is a name loosely given to all those activities that you will be doing in the Learning Center (Room 116). Most of your time will be spent here. Here is where you have the opportunity to ask questions about the work of the module and get the individual help. Lab monitors will always be present to answer your questions and help you in any way they can. The lab monitors and the rest of the instructional staff are here to serve you. Please use them.

Here are a few suggestions for profitable use of ISS time:

1. Don't interpret the lack of requirement to spend a specific amount of time in the Learning Center as a relaxation of standards. (This is a 4-credit

hour course and theoretically you should study a minimum of 4 hours/week in the Learning Center.

2. The time spent in the Learning Center must not be looked upon as a conventional lecture-laboratory session. It is an occasion for us to serve as private tutors for your study. A misunderstanding on this point can cause you to waste time and lose the effectiveness of the system. Listening to the tapes as if they were lectures is a ridiculous misuse of your time. The tapes are designed as guides for the work of each module. They provide a skeleton upon which you can hang the rest of the material of the modules. <u>They are not lectures</u>.

3. For most modules, plan to study more than one time in the Learning Center during the week.

4. Study thoroughly one sequence of the tape before preceding to the next.

5. Check with the lab monitor the times when the fewest students are in the Center. Study at these times.

6. Call the lab monitor to assist you if you need help at any time.

7. Schedule yourself to certain hours and attend regularly.

8. Reinforce your learning as often as possible through discussions and observations.

9. Quiz yourself, and each other. Members of the same group may want to work together in preparation for the evaluation.

BIO ADVISOR

All students in the course are assigned a BIO advisor. Since in a course such as this you are being "taught" by more than one instructor it seemed likely that you might like to have "an instructor you can call your own." Your BIO advisor is such a person. He is a faculty member and will be available to talk to you about problems you may be having in the course (whether major or minor). For example, you may want to go to him with complaints or for advice on what optional modules to take. He will not be involved in your evaluations to any great degree, so you can feel free to discuss with him anything about the course you like. Plan to see your advisor at least once or twice during each quarter.

GENERAL ISS INFORMATION --

1. Procedure for entering lab:
   a. All students must enter (and leave) the lab through the northeast door in S-116.
   b. Every time a student enters lab, he must go to the desk and find his card in the alphabetical file.
   c. Pull your card out of the file.
   d. Check the booth assignment file for an empty booth containing a tape player in good working order.
   e. Write on the card - the day, the booth number you have chosen, and the time you are signing in. There is a clock in the lab.
   f. Place your card in the booth assignment file.
   g. Check out tape.
   h. Go to your booth and begin your independent study.

2. When you have completed your study:
   a. Clean up your booth.
   b. Turn off the tape player, there is no need to rewind the tape.
   c. Go and get your card.
   d. Sign yourself out on the card.
   e. Refile your card in the box.
   f. Check in the tape.

3. You will be given instructions on how to operate the tape player. If you need help on this, please call the lab monitor. Anytime you think something is wrong with the tape or the tape player, call the monitor. A monitor will always be in the lab to answer any questions you may have about the material.

4. In keeping a lab open for long periods of time as we do, we must require certain things of the students:
   a. Put any equipment that you use back where you got it.
   b. Wash all the glassware you use before returning it.
   c. Clean up your booth before you leave.
   d. Stop the tape and flip the off-on button on your tape player to off whenever you leave the booth to look at a demonstration or leave the lab.
   e. Do not touch the tape player, except the volume dial, while you are listening to the tape.
   f. Please help us keep the booths free from pen and pencil marks. If you must doodle, use a piece of scratch paper.

We wish you a very pleasant Quarter. You set the pace!!

MASTERY LEARING CRITERIA

EXCELLENT MASTERY (A)	1. 90% correct level on module written evaluation. 2. *5 or above on unit oral evaluation sessions. 3. Attend and participate in six different SAS (discussion sessions).
GOOD MASTERY (B)	1. 80% correct level on module written evaluation. 2. *4 on unit oral evaluation. 3. Attend and participate in six different SAS sessions (discussion sessions).
AVERAGE MASTERY (C)	1. 70% correct level on module written evaluation. 2. *3 on unit oral evaluation. 3. Attend and participate in five different SAS sessions (discussion sessions).

NOTE: Any student not attending the required number of SAS's for his Mastery level will not be considered to have finished the course and will most probably receive an I (Incomplete) grade.

*The following will be criteria for evaluating oral evaluations:

SUPERIOR (3 points)	In the opinion of the instructor: the student has shown a superior ability to relate the objective to the unit's work and has also demonstrated a high degree of original thinking and/or a high degree of competence in forming and defending his own thoughts about the objective.

GOOD (2 points) — In the opinion of the instructor: the student has been able to adequately relate the objective to the unit's work but has had trouble exhibiting either a high degree of original thinking and/or a high degree of competence in forming and defending his own thoughts about the objective.

POOR (1 point) — In the opinion of the instructor: the student has had so much trouble with the objective that his level of performance does not meet either of the above levels.

HORRIBLE (0 points) — The student says absolutely nothing about the objective, or, in the opinion of the instructor, what he does say is so irrelevant that it can only be classified as B.S.

NOTE: Each oral evaluation will consist of <u>two</u> conceptual objectives/student.

MASTERY LEARNING - ORAL AND WRITTEN EVALUATION

I. Instructions for Taking Oral and Written Evaluation

When you have finished the work for a particular module and feel that you are ready to be evaluated over that module you will follow this procedure: (Please remember to take both a written and oral evaluation for each module.)

A. To take the written evaluation:

1. Go to the Written Evaluation Center. Tell the person there the course and module you have finished (for example, BIO 101, Module A2) and she will give you a written evaluation for that module.

2. When you are finished with the evaluation take it back to the person at the desk. She will immediately grade it for you.

3. If you have met your mastery level on the evaluation, you've finished the written evaluation for that module.

4. If you haven't met your mastery level, you must repeat the written evaluation until you do. (See Part II for details.)

B. To take the oral evaluation:

1. You should go to Room 116. Posted in 116 will be an IES schedule. This will list the times and places that oral evaluations will be given during the week.

2. Pick a time and sign yourself up for that time on the sign-up sheets.

3. When the time for your evaluation occurs show up at the room indicated. An instructor will give you the oral evaluation (the criteria are listed on another page).

4. If you have met your mastery level on the evaluation, you have finished the oral evaluation for that module.

5. If you have not met your mastery level, you will have to repeat the oral evaluation until you do.

II. Instruction for Recycling or Repeating the Evaluation:

It is assumed that many of you will not meet your mastery levels on the first try. If you don't and have to recycle through the material of a particular module, the following items of information will be helpful:

A. To repeat a written evaluation:

1. Go to the written Evaluation Center. Tell the person there the course and module number of the evaluation you need to repeat. She will give you another written evaluation for that module. It will <u>not</u> be the same as the one you have taken previously but <u>will</u> cover the same material.

2. The rest of the procedure is the same as in IA, steps 2-4.

B. To repeat an oral evaluation:

1. The procedure is the same as Section I B.

REMEMBER:

(a) A time period of at least 24 hours must elapse between originally taking an evaluation and repeating the evaluation.

(b) You must take the repeat evaluation <u>no later</u> than five days after the original.

(c) You may be required to present evidence that you have further studied the work of the module before being allowed to repeat an evaluation. (See a lab monitor for details.)

* * * * * *

Presentor: "Learning Module Approach to Mathematics"
Mrs. Pauline Jenness
William Rainey Harper College

During the spring semester of 1971, I identified my two topics as units on the decimal system of numeration and an introductory unit in algebra. After much thought and many hours of work, an idea took shape. Since Congress had not finished its study at that time, a great deal of publicity was being given to the adoption of the metric system. Therefore, I resolved to latch on to the new idea, team up with the federal government and work on the metric system as my second topic.

During July, I used several tablets of paper writing behavioral objectives about the base ten addition and subtraction of whole numbers, working out measuring instruments, and doing some research. Chasing nothing, as my mother-in-law classifies zero, certainly took me to some interesting places.

Toward the end of the month I was spending some time in the library when Pete Vander Haeghen, our T.V. man, found me. He took an immediate interest in my pursuit of the adoption of the metric system and proceeded to make plans for a video tape on the subject.

Fall classes started and work continued. My written units were used in the Learning Lab (which was the instructional development project of Frank Christensen

in the same faculty group.) The slide-tape show was completed and used by the arithmetic enrollees. You have seen several of those slides already. The video show on the metric system has been assembled and viewed by Louis F. Sokol, the President of the Metric Association. His suggestions for changes have been used, and the show is in the final stages of production.

As an important post script, not only has the arithmetic course been packaged, but the introductory algebra course was developed this summer by an extremely capable Learning Lab assistant. She followed the same model used in the arithmetic units.

The bookstore is selling these packages to all MTH. 094 and MTH. 095 Learning Lab enrollees.

INSTRUCTIONAL DEVELOPMENT PROJECT

I. Materials

A. Mth. 094 (Arithmetic)

Text:	Willerding, Arithmetic, A First Course in Mathematics, Prindle, Weber & Schmidt, 1969
Workbook:	Willerding, Arithmetic Worktext
Student Guide:	(Behavioral Objectives)

B. Mth. 095 (Introductory Algebra)

Text:	Dolciani and Sorgenfrey, Elementary Algebra for College students, Houghton Mifflin, 1971
Supplementary:	Schaum's Outline of Elementary Algebra
Resource:	Moon & Davis, Elementary Algebra (plus tapes)
Student Guide:	(Behavioral Objectives)

II. Procedures

A. Attendance - minimum = 15 min./week, individual conferences

B. Course content

1. Mth. 094 - Chapters 1-6, 8 required; others optional
   May start Mth. 095.
2. Mth.095 - Chapters 1-7, 10 required; other optional
3. Course complete when required chapters completed with score of 75% or better.

C. Grading

1. Pass-Withdraw for all Mth. 094 - elective for Mth. 095.
2. Each chapter examination has a minimum passing score of 75%. Three forms of each chapter test.

Presentor: "Computer-based Education in the Community College: The PLATO Project"
Paul H. Elliott
Assistant Specialist in Education
University of Illinois

I. The Technology

A. PLATO I-III

100,000 contact hours of instruction for credit/systems analysis.

B. PLATO IV

1. Use only when appropriate
2. Use power of computer
3. System must be flexible and adaptable
4. Must be integratable into educational system, i.e. add terminals one at a time.
5. Cost should be 35-75¢/student contact hour.

II. PLATO IV Demo.

A. Elementary School

B. Community Colleges: Eng., Math, Chem., Biol., Nursing, Acct., GED., and many others.

C. ETS evaluation

III. Instructional Innovation

A. Individualized instruction

1. Self paced - time reductions
2. Remediation/supplemental branching
3. Learner controlled - routing procedure
4. System controlled for special problems

B. Simulation/Gaming

1. Fruitfly
2. Pollution solution

C. Info. Processing Capability

1. Fortran, Basic
2. Statistics
3. Model Building
4. Information retrieval

D. Instructional validation

1. Easy editing
2. Proctor

IV. Closing

A. Glad to be here

B. Cooperating institution in demo.

C. All community colleges involved:

1. Evaluate content and design
2. Possible - 1975

Presentors: "Cooperative Programming in Curriculum Development"
Donald Green, Dean of Technical & Vocational Education
Elgin Community College

Lee Thompson, Assistant Dean of Instruction, Occupational programs
Waubonsee Community College

Kenneth E. Shibata, Dean of Instruction
Waubonsee Community College

At the November 24th meeting the Occupational Deans were asked to meet and discuss possibilities for cooperative programming. This group met on Monday, December 13 at McHenry Community College and addressed itself to concerns of an instructional nature that we feel consideration should be given to when entering a joint agreement. These were categorized into responsibilities of both schools, of the receiving school, of the sending school, and student responsibilities.

The following responsibilities of BOTH schools entering into joint agreement:

1. Any program offered by two or more schools under a joint agreement should be an officially approved program of instruction at each institution.
2. Speciality courses should be identical at both institutions insofar as catalog description, lecture hours, lab hours and credit hours.
3. Respect the institutional integrity of the other.
4. Develop a schedule that is realistic for the traveling student.
5. Determine the charges for services rendered.
6. Programs under the joint agreement be promoted in the same manner as all other programs of the institution.
7. An agreement mutually arrived at cannot be terminated without the consent of both institutions.
8. In the event a joint agreement is terminated, the students who have entered the program will be allowed to complete the program under the terms of the agreement.
9. Maintain an up-to-date personnel file for instructors teaching under the joint agreement.
10. Jointly conduct an annual review of all programs covered under the joint agreement.

The institution SENDING its students to another institution for specialty courses will:

1. List the specialty courses in its semester schedule.
2. Register the students at their school.
3. Maintain all admission records, transcripts and issue any and all degrees or certificates.
4. Claim all reimbursement.
5. Be the home institution for all extracurricular activities.

An institution RECEIVING a student from another institution for instruction in the specialty courses under a joint agreement will:

1. Provide access to its learning resource center and all other instructional resources available on campus.

2. Provide counseling services and other services facilitating the learning process.

3. Provide all the necessary data required for reports (example grades) from the sending institution.

The STUDENT attending classes under the joint agreement will:

1. Be responsible to all rules and regulations of both participating institutions.

JUNIOR COLLEGE COOPERATIVE PROGRAMMING CONTRACT

WHEREAS, the Illinois Junior College Board encourages cooperative relationships between Illinois junior colleges and

WHEREAS it is in the best interest of the State of Illinois and the respective junior colleges to offer comprehensive programs at lowest cost and

WHEREAS equipment, instruction and other costs may be unusually high in certain programs, thus, preventing the college from starting certain programs and

WHEREAS certain nearby colleges may already have such programs in operation which can assimilate additional students,

WE HEREBY AGREE to certain joint programs under the following guidelines:

1. In this contract, the college sending students to another college will be referred to as the "sender college" and the college receiving students from another college will be known as the "receiving college".

2. Each college's administrative team will confer and agree upon the programs to be included in the cooperative at the beginning of each school year, and such agreement shall be in force for a one year period.

3. Any program offered by two or more schools under a joint agreement shall be an officially approved program of instruction at each institution.

4. Each speciality course shall be identical at both institutions in so far as catalog description, lecture hours, laboratory hours, credit hours, etc.

5. Both colleges shall respect the institutional integrity of each other.

6. Both colleges shall cooperate to develop a schedule that is realistic for the traveling student.

7. Both colleges will mutually agree that the contract cannot be terminated without the consent of both institutions.

8. Both colleges shall agree that if a joint agreement is terminated, the students who have entered the program will be allowed to complete the program under the terms of the original agreement.

9. Both colleges agree to promote the program in the same manner as all other programs of each institution.

10. The sending college will list the specialty courses in its semester schedule.

11. The sending college will register the students being sent to the receiving college.

12. The sending college will maintain all admission records, transcripts and issue any and all degrees or certificates.

13. The sending college will file all claims for reimbursement and receive reimbursement from the state for students being sent to receiving college.

14. The sending college will be the home institution for all extra curricular activities.

15. The receiving college will provide access to its learning resource center and make all other instructional resources available to the students being received.

16. The receiving college will provide counseling services and other services facilitating the learning process.

17. The receiving institution will provide all the necessary data required for reports (Example--grades and state aid claim) to the sending institution.

18. The receiving school shall provide liability insurance coverage for students while on the premises of the receiving school.

19. Both institutions agree to instruct students that they are responsible to all rules and regulations of both participating institutions.

20. Both institutions agree that students will be responsible for their own transportation.

21. Both institutions agree that all other courses not included in the exchange agreement will be taken at the home institution unless special agreements to the contrary are made by the sending college.

22. The receiving institution will bill the sending institution at the end of each semester based on the per capita specialized cost of the particular program as agreed to by the colleges.

* * * * * *

2:00 p.m.-3:30 p.m. CAPITOL DEVELOPMENT PROGRAM

Presiding: Eugene McClintock, President
Kaskaskia College

Presentor: James Kolbe
Capitol Development Project
Governor's Office

Recorder: Lawrence E. Stone
Construction Engineer
Illinois Junior College Board

SUMMARY:

John Dailey:

Paraphrase (will money already earmarked for junior college construction be allocated elsewhere?)

Perhaps we can start with the happy note of putting that to rest. And the money that is presently allocated to go to junior colleges will go to junior college construction and through the efforts of the Task Force, we'll have several million dollars more construction for this year in other schools that were not on the top priority list and will now be included in priority programs and we'll go forward with construction. So perhaps we can dispel that problem right now.

On a more long range note the problems of the Capital Development Bond Issue and the Capital Development Bond Agency are relatively simple. I'd like to state just a couple of operating premises. The problem that the state has faced for many years and that you particularly have faced in dealing with the state--the multiplicity of state agencies. I think for a long time we have a state that has treated its agencies and particularly its units like the junior college system in a very poor way by having so many places that you have to go to get approvals and the labyrinth of red tape that you have to go through. It's wrong, not a good way and it's not an efficient way, particularly to run a capital program. The one first interest we have is to simplify the capital program of the state to simplify their administration. The purpose of the Capital Development Agency--number 1 to have one stop service. That means that instead of the stops all along the board of the capital unit in the Junior College Board and the capital unit in the Board of Higher Education and Bureau of the Budget and in the Building Authority and of the Governor's final sign off; we tried with the Task Force on an AD Hoc basis in a non-statutory way to consolidate so that you got one-answer one time for the state and that was an effort in a short term to come to grips with the problem where people were having to go along the line, along the line and each stop cost money because each stop meant delay. And delay is the simple cost of doing business to a contractor or an architect and they just slugged it into the bid, and we were paying for it, there's no question. To simplify that structure, we want to move to a single agency. It fits with the second purpose which is to move to a general obligation bond under the new constitution as a much more economical manner in which to provide the financing for capital programs. Economical in two ways and both ways need to be understood. General obligation bonds are cheaper obviously because they're cheaper than revenue bonds in terms of interest rate. They are also going to be a great deal cheaper for the state for a second reason and that is that we will be able to design the generation of income through the sale of bonds to coincide with cash flow needs rather than to have to coincide with obligation needs as

is presently the case under revenue bond structure. Revenue bond structure means you do in addition to interim financing, you have to go with a full bond sale and the balancing out of those funds. We will be able under general obligation because all the projects will be considered cash flow basis, we will be able to plan systematically the times when the state goes to the bond markets. The state will be going to the bond market in a very carefully designed, coordinated manner. The state anti-pollution bond issues, the state highway bond issues and in general obligation capital bond issues, the three of them will be synchronized so that they are going to the bond market with the maximum opportunities to maintain the state's credit rating at its highest level and also to see that we have an orderly presentation to the market place on a regular basis instead of different agencies going in at different times. I think that will again simplify the steps, not only the rates but also the operating methods through which capital development will go. Well, that's the general premise.

Now the particular problems of junior colleges and community colleges. First of all the bond issue and its agency are looked upon as a simplification of the state's activities. They are not seen and again I'm distressed over the past several weeks--I understand, but I am distressed at the concern that it is somehow a substantial change in the relationship with our local junior colleges. Let me assure you first and foremost that we are absolutely committed to a system which has the local school making the basic decisions. The local junior college is different from a state university, it is different from a mental health institution because it has a local property tax basis and that's you an elected local board who have responsibilities. By the same token a year ago we faced the issue of the fact that the state providing 75% of the capital financing has a vital stake in the outcome of that expenditure. And has a vital stake in determining the manner in which it is expended. And so we established as an interim measure the Task Force. The Task Force does more than just save money. It asked questions, it probed, it looked at the capital construction programs in all of its facets. Many of the things that the Task Force did should not be done in a properly established system. The Task Force mixed very often the educational concern of a construction program, that is to say the programmatic issue what's involved do you or don't you need this kind of a program, as well as what is the cheapest way to build the building or the best building to fulfill that programs needs. We envision the development of the new capital agency to split those functions. The educational functions will be clearly logged in the Junior College Board subject to the broad guidelines of the Board of Higher Education. But the questions about program needs will be resolved between the local board and the State Junior College Board. And once they are determined, there that's it. That's it in terms of the educational needs of the institution. That's determined there, and those who are involved at a later stage through the Capitol Development Agency in the construction of a physical facility are not involved in the programmatic decisions about what ought to go on in the business of running a junior college. We want to separate those two functions just as clearly as possible. They've been blurred both ways by necessity and we think now that ought to be corrected. The one thing we want to do is lodge the educational decisions and the program decisions where they belong and they don't belong in the hands of architects or of contractors or of bureaucrats in Springfield who are interested in construction costs. They belong in the hands of educators, program lay board members at the state and local level. So that's where those education decisions are made. At that point and the State Board approved the building and says I choose the kind of program that we need. We have special emphasis on vocational, we have special need for this kind of building, we have special need for that kind of classroom. Fine. Once those decisions are laid out, they are set. We then have the local board assuming its second responsibility, uniquely for the community college.

That's the selection of an architect. The selection of an architect under this act will be made by the local community college board. It is subject only to be vetoed by the Capital Development Agency. And I can assure you there's a very good reason for that and the veto is one which like any--I use those words--the stark word 'veto' for a good reason, because it's a very stark action if it's ever taken. The reason that it makes good business sense, you don't have the state participating in a construction program with an architect that may have had a recent project somewhere else in the state for a mental health institution or another junior college or someone else where there have been serious problems--that's the purpose of having a central agency that's able to say, "Look, that is a real problem." I don't expect that that agency will ever have to exercise the veto, but it's necessary for it to be there. And of course it's there now in practical measure, if there were a great objection to a selection of a local architect today, through the power of release of funds you'd have in effect a veto. So we're trying to be very realistic and just lay it out. And say look, there ought to be that. But the selection process of an architect is a local decision and it will be made locally and it will be a decision in which the state hopefully can provide you some assistance, some help, that agency will have a working experience on a great number of capital projects in one place and one agency to have that breadth of experience available for you. But that decision is your decision. Now, once the architect is selected the educational plans have been set, it is the responsibility of the capital development agency to put together a program that will implement and carry out the educational needs as per the architectural design locally approved, that they will carry out in the construction program, they will manage the project in terms of bidding procedure, the letting of contracts, the continued monitoring of contracts. One of the problems of the state, and I know many of the local junior colleges face it, the problems--the IBA has now the authority--it's not fully exercised oftentimes--the authority of review and seeing they maintain contractors on schedule and all the various problems that come up on a construction program can best be handled by experts in a Capital Development Agency who are working with hundreds of millions of dollars in projects all across the state in a similar way. Instead of having each local area picked off by an argument about because of the grandness of the design or because of some unique feature, there's an add-in cost or there's an add-in time factor. The purpose of having that state agency, the Development Agency, handling the day to day administration of the construction projects is to have that expertise available for you to bring to bear on the construction process. Now the concern throughout is to see that we are not in the business of building buildings to some state specifications, not only in the architect selected locally but program design determined locally but we are also very concerned to see that there is no attempt on the part of the state agency for any uniformity of capital construction programs. I think it is very clear now--the exciting manner in which we have variety in the construction program across the state, different types of buildings, different designs, fits to the concept of the community college tied to the community. We intend to maintain that and hopefully to enhance it. Through the efforts of careful control of cost, without cost becoming a dominant factor in terms of saying, "Everybody is going, you know, to get a bunch of pre-fab buildings because the state wants to put them all up on a uniform basis." That's just not the case, it isn't going to be the case and there are several protections built in to see that is not the case. But because the state is paying 75% of the money and the taxpayers are paying 100% between the state and local authorities, that there is a great concern to see that we have the most economical and efficient methods of construction and review of the process. We will have the same kind of variety, construction programs and hopefully through the kinds of things with all the trevail and I know there has been some, with the Task Force, that we have seen in a halting, temporary manner through the Task Force of the ability to find savings in some buildings which are of benefit to the rest, so that there are other construction programs

that can go forward, the tax dollars go farther and goes farther in a more effective manner.

That's our concern, that is the purpose of the Agency, to centralize the state into one stop service, to centralize the opportunity of providing expertise available to local community colleges for the essential program and fundamental decisions will be made. Now that's the broad outline--I know you have some questions and I think it would be better to respond to questions you have and problems. Jim Kolbe is here who has worked intimately with the legislation himself and will handle any of these detail problems that you have and we'll be glad to answer any kind of inquiries in relation to capital programming.

Jim Kolbe:

I have a couple of things to say here about what John said, particularly at one point, that I would like to make. First, we originally thought that Capital Development Agency, however, there was a need for a board in the legislation so when I use the term "board", I am speaking of the Capital Development Board and when I say "agency", I am speaking of a "state agency" meaning any local junior college district, senior institution or code department so we don't get confused on our definitions.

There's one thing with regard to Capital Development Bond Act that I think is very important and needs to be brought out and stressed and this is the concept of cash flow financing. As you know, this year in the budget there is a total $561 million of capital projects which are either reauthorized IBA type projects or reauthorized general revenue type projects being transferred into the Capital Development Bond Act and new appropriations, not appropriations but new auththorizations for construction through the Capital Development Bond Act. Now we have been told roughly that by investment community that roughly speaking the state can afford to go to the wealth, that is the bond market, for approximately $400 million of bonds a year or approximately $100 million per quarter--that's very rough estimates and can be varied, of course, to some extent depending on the year and the length of time, the amount by which it varies. But this $400 million or $100 million per quarter has to take care not only of the capital development, the capital projects, it has to include the sale of bonds under the Anti-pollution Bond Act which has previously been authorized in a referendum by the voters of Illinois and, of course, you get transportation; the Transportation Bond Act. So you have got to balance off the Capital Requirements along with the Transportation and Anti-Pollution requirements for sale of bonds against those acts. All of this is to say that the capital programs will not get $400 million in the first year. Which would mean if we were bonding through the IBA type procedures--you know the IBA bonding project in its entirety at the beginning. It's necessary for them to do so because of the type of bonds which they have--the revenue type of bonds in which bonders have to have their equity protected. But this is not necessary in general obligation type of bond. We will be able to do a cash flow type of financing, that is to say we can release a project and project expenditures on that project, let's say it's an $8 million project, projected expenditures during the first quarter $750,000. If we had sold bonds that covered that amount for a quarter, we can go ahead with that project. So obviously, the bond issue goes a lot longer to start with. As it is now the IBA sells the entire amount of the bonds and that goes into a sinking fund--in a reserve fund. And that reserve fund simply collects interest while it is sitting there and the interest of course then goes into the retirement fund to retire bonds earlier but that is no advantage to the individual taxpayer who might like to have those funds in his pocket a little bit longer than otherwise. So I think this cash flow financing needs emphasizing because of the ability to get a lot more projects going a lot faster that we would not be able to do otherwise. Hopefully, we will be able to get this backlog moved out and catch up with the capital program during the next year to 18 months.

I think John covered the basic points about what the philosophy will be--what we will want to do with this Capital Development Board and I would rather just open up the questions. Let me give you about a sixty second outline of the structure of the Capital Development Board. It's based essentially around the project manager, the person on the agency which you people as local districts would be dealing with primarily. The project manager is assigned to individual projects, some would work with junior colleges, some would work with the University of Illinois, the Department of Mental Health and so on. And these project managers will be having the responsibility of liaison from the very beginning from the very outset of a project with the staff and the Board of Trustees of a local junior college district. Supporting this project manager as he carries the project through on the inception and works with your from the inception through to design and construction and completion and occupancy would be a number of supporting services. First, you have your accounting and finance work--we would be responsible for making sure payment vouchers are made, for doing internal auditing, of setting up accounting systems, payment to architects, so forth. Second, one would be your budget development which would have the experts cost estimating, developing, working in developing construction budgets, planning budget that sort of thing for the junior college system. The third one would be your legal services and this would include Equal Employment Opportunity compliance. The fourth one would be a Research in Codes, and I would like to touch on that for just a second. The task Force has shown this is sadly needed in this state. There has been a great deal of work done at various levels of compiling information and data relating to construction in Illinois. But it has never been done on systematic state-wide basis and one thing we would like to do is compile data relating to construction at various places in the state, escalation costs, all this kind of thing and so that they can be made available to the junior college districts so that we have a better handle on the costs we have talked about as we go out to bid on a project. It would also be a clearing house for compilation of data related to construction materials, research on products and this type of thing. You get the best possible products into a building. And then a final one of your supporting service would be a technical evaluation which would more or less be a formalized type of work that the Task Force is doing now with your consulting architects and consulting engineers in review of projects at various stages with design and of course during construction review and the prospect of possible change order. With that I would like to open questions.

Fred Wellman:

John and Jim, if I might comment briefly. First, we are very pleased that we will have the cost savings available for redistribution for needed projects--it's going to benefit some of the colleges right out in the audience as I look at people from Carl Sandburg, Southeastern and from Morton--they will be among those I think on high priority at this point. Secondly, we have had some questions recently about the time schedule on the implementation of this as it is accomplished. Now on the legislation item, Dave Rinker and Jim Kolbe met with several of us on Tuesday. There were some questions expressed and Jim indicated that if we did have any suggestions for provisions in the legislation of that, we should bet that to the Bureau of the Budget on Monday. Our presidents and trustees have just had a chance to review these items in the last day or so. I understand they do have some suggestions on how to amend them and there is a question of timing as to when we can get these to the Bureau of the Budget and when we expect to get some help.

Jim Kolbe: Get ideas into us as early as possible next week--preferably not later than Tuesday.

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3:45 p.m.- 5:00 p.m. RESEARCH AND MANAGEMENT INFORMATION SYSTEMS

Presiding: Richard L. Fox, Associate Secretary
Illinois Junior College Board

Panel: Alban E. Reid, President
Black Hawk College

Karl J. Jacobs, President
Rock Valley College

Henry Moughamian, Coordinator of
Instructional Services
City Colleges of Chicago

THE VETERAN'S TRANSITION FROM SERVICE TO COLLEGE

Presiding: Herb Rinehart, Director of Financial Aids
Student Employment and Placement
College of DuPage

Panel: Charles Erickson
Associate Director of Admissions
College of DuPage

Ron Leone, Student, College of DuPage
President, College of DuPage Veterans' Club

Al Zaba, Student, College of DuPage
Illinois Veterans Outreach Program

Charlene Smith, Student, College of DuPage
Secretary, College of DuPage Veterans' Club

Bill Houghteling, Student, College of DuPage
Illinois Veterans Outreach Program

Doug Schauer, Student, College of DuPage
Illinois Veterans Outreach Program

Keith Botava, Service Officer
Illinois Veterans' Commission

Joseph Mannion
Veterans' Employment Representative
Illinois State Employment Service

Fidelma A. Donahue, Personnel Technician
Department of Personnel
State of Illinois

VETERANS' TRANSITION FROM SERVICE TO COLLEGE

(1) Veterans' Outreach Program
- A. Purpose and Organization of the Veterans Outreach Program
- B. Veterans Outreach Organization and procedures at College of DuPage
- C. Advising the veteran about educational opportunities
- D. Problems encountered by recently discharged veterans

(2) Admission
- A. Open door policy
- B. Types of students
- C. Early outs--as related to the quarter system
- D. G.I. Bill question and answer hand out
- E. Illinois Military Scholarship as related to admission
- F. The veteran himself
- G. Counseling the veteran
- H. Continuing advising system at College of DuPage for veterans

(3) Financial Aid Programs for Veterans
- A. Administering the Illinois Military Scholarship Program--procedures (hand out)
- B. Financial Aid Application procedures for veterans
- C. Economic needs--Veterans' Loan Program

(4) Illinois Veterans' Commission
1. What is the Illinois Veterans Commission and its Purpose?
2. Relationship of the Veterans' Administration and the Illinois Veterans' Commission
3. Highlights of some of the State benefits:
   - a. Viet Nam Bonus
   - b. Education for children of veterans
   - c. Specially adapted housing
   - d. License for motor vehicle
   - e. Public records

(5) Illinois State Employment Service
- A. Services and programs for veterans and community college graduates
- B. Veterans outreach--referral services--what can they provide
- C. Service to employment--apprenticeship, etc.

(6) College of DuPage Placement Services for Veterans
- A. On-campus employment program--academic year
- B. Off-campus, part-time and full-time employment--direct referral to employers
- C. Weekly JOB OPPORTUNITY BULLETIN
- D. College transfer and college admissions representatives
- E. Summer employment--College of DuPage classified custodial staff

(7) College of DuPage Placement and the State of Illinois Department of Personnel as a Referral Service
- A. What can the veterans' section of the Department of Personnel State of Illinois provide the veteran
- B. The process of counseling and testing ~~the~~ veteran

(8) Veterans' Club
- A. College Service functions
- B. Community Service projects and functions
- C. Veterans Social functions

3:45 p.m. - 5:00 p.m. COMPREHENSIVE EDUCATIONAL AND PHYSICAL PLANT MASTER PLANNING

Presiding: John Forbes, substituting for
Loren E. Klaus, President
Shawnee College

Recorder: Robert D. Webb, Vice President
Lake Land College

Summary:

Dr. Forbes stated the Illinois Junior College Board has the responsibility for enforcing a statutory requirement that public junior colleges develop master plans for capital construction. Up to this point, attention has focused on physical plant development. In recent months, the Illinois Junior College Board staff has been working with the staff of the Illinois Board of Higher Education to broaden the scope of junior college master planning to incorporate assessment of community needs, educational specifications, long-range planning, as well as physical plant planning. The staff has taken the view that a plan as such is static and fails to meet the needs of institutions in the state. Planning on the other hand, is a process and should constantly be updated to assure institutions of identifying viable approaches to local community needs and problems. The staff accepts the view that local colleges will always be in a better position to know local needs and devise programs for their solution than is a central agency. It has always been true that master plans can be updated at any time locally, but the hope is this process can be structured somewhat and be tied more directly to local needs and educational specifications.

During the next academic year, all public junior colleges will be asked to reassess their Master Plans. A proposed model to be followed in conducting this reassessment has been developed by the staff and has been used for a pilot study at Shawnee Community College. Briefly, the model consists of three parts, as follows:

1. Foundations

The emphasis in this section is a description of the local community. In other words, who are the major employers, what minority groups live in the area, and in what other ways can the population be described. Based upon the unique characteristics and needs of the district population, it is possible to define an institution's own unique mission as a college.

2. Operational Planning

The model calls for a five year plan and a ten year plan. The institution and staff are asked to take a look ahead to determine the long-range objectives of the institution and how existing and new programs can be designed to meet these needs. Institutions are requested to evaluate existing and new cooperative relationships with other institutions of higher education. The problem of forecasting financing is a real one. One procedure which has been suggested is that institutions project five and ten years ahead assuming constant dollars, then make the same projection assuming a specific increment increase in dollars available to support programs and finally, to make projections for the same period assuming a decrease in the funding.

3. Capital Construction

The model incorporates a bubble diagram of the various functions to be served by the college in a schematic of the physical facilities requirements to carry out these functions. The schematic drawings should indicate how faculty-student interaction is accomplished, where offices are located, and so on. In addition, the site selection process is spelled out as well as projected enrollments. A consideration of this data will permit a projection of the local and state dollars that will be needed to fund the individual college program.

At the present time the timetable for presentation of the model indicates the Board of Higher Education will publish a handbook sometime during the summer of 1972. Colleges where building programs are imminent should proceed on their present course. Other colleges should wait until the Board of Higher Education guidelines are distributed. An important feature of the guidelines will call for the cooperation with at least one other institution of higher education in the development of long-range and short-range goals. Also, the question of how the institution proceeds to get the community involved in program development is emphasized.

3:45 p.m. - 5:00 p.m. COOPERATIVE INSTRUCTIONAL PROGRAMS (COLLEGIATE COMMON MARKET PLACE)

Presiding: G. Robert Darnes, Associate Secretary
Illinois Junior College Board

Presentor: Steven B. Sample
Deputy Director for Programs
Illinois Board of Higher Education

I know that it's not always a very good thing to be quoted, accurately or otherwise, but I guess I've learned an awful lot in the eight months that I've been in this job. There has never been a program deputy that's lasted more than a year in the Board of Higher Education, so I guess I'm on the home stretch if I can last four months.

Back to Phase III, which was adopted by the Board of Higher Education in May of 1971 and called for a new kind of delivery--a collegiate common market that utilizes the total resources of higher education--public and private. That same master plan called for the establishment of a collegiate common market task force to consider ways and means for implementing the common market. That was because it seemed like a very judicious thing to do to bring together a widely representative committee of people from the higher education community before specific recommendations were made for implementing the collegiate common market, and partly, I guess, because it wasn't real clear in anyone's mind exactly what a collegiate common market was.

But, last fall, the task force was appointed by the Board of Higher Education. It consisted of 24 members and that included students, faculty, public and private presidents of both junior and senior colleges, trustees, system heads, and a large representation of the general public. The chairman of the collegiate common market task force is Jim Holderman, my boss and Executive Director of the Board of Higher Education. Shortly after the task force was formed, they decided to break in to three sub-committees.

One sub-committee which was chaired by Peter Layner, a former trustee of Black Hawk Community College, was devoted to studying inter-institutional structures.

In particular they were to consider regional councils and the possibility of regional governments. They were to consider the financing of inter-institutional cooperative programs. And, finally, they were to look at a number of technical difficulties that might arise in the actual implementation of an inter-institutional program.

A second sub-committee was devoted to studying various kinds of programs--academic programs that might reasonably be expected to work on an inter-institutional basis. That sub-committee was chaired by David Minor who is head of the Department of Political Science at Northwestern University. One important mission of the sub-committee on programs is to consider the notion of differentiation of institutions, and whether or not a common market structure, in this way, might enhance differentiation of mission.

And finally, there was a third sub-committee known as the Sub-committee on Alternative Deliveries which was chaired by Robin Wilson who is the Associate Director of the Committee on Institutional Cooperation. The Alternative Deliveries Sub-committee was to study various sources of non-traditional delivery methods of higher education, such as the open university model of England, the university without walls, the external degree, and various types of television colleges.

Once these three committees got working during the winter, they immediately came to the conclusion that they didn't know very much about where we are in the state of Illinois with cooperative programs. So they asked the Board of Higher Education staff to conduct a survey of existing cooperative programs, and the staff complied. We queried all 120 whatever institutions in the state to find out what sorts of inter-institutional programs you have now in your region of the state, or throughout the state, or inter-state, or international. What are some of the problems in these programs? What sort of government structure is there?

We put it all together in a report that Jim Holderman used as his Executive Director Report No. 105, and released it at the April meeting of the Board of Higher Education. I think a lot of you have probably seen this report and if you haven't, copies are available through the Board of Higher Education office.

What the report says is that there are well over a hundred inter-institutional programs, distinct inter-institutional programs in existence in the State of Illinois. The overwhelming opinion of the participants in such programs was that working cooperatively with other institutions in no way eroded their institutional autonomy or freedom of choice. In general, there was a consensus that such programs might be improved in quality and, in some cases, reduction of program costs. Finally, the report showed that there was a rich variety of governing mechanisms for inter-institutional programs including informal agreements between professors, formal contracts signed by the presidents and boards of trustees, and in some cases, separate governing boards whose sole responsibilities were to collect the monies for, and disperse, and manage a particular inter-institutional program.

There's another little bit of research that went on as an input into the deliberations of the collegiate common market task force and that was under the auspice of and through the offices of the Board of Higher Education. We established an informal, experimental regional council for the north central part of the state. It included presidents and a sub-council of academic vice-presidents and provosts from Macomb, Peoria, the Quad-Cities area, and Galesburg. We even had some representatives from some of the colleges in the Quad Cities area on the Iowa side of the river. The group has had two meetings as a whole group and elected some officers. They have an executive committee and they're well under way. They've found that there's great potential among them for cooperation in the arts, foreign languages, business professorship and the health fields.

Based on this research, the collegiate common market task force, through its subcommittees and their findings as a committee as a whole, has put together a preliminary report. It is about 27 pages long, and it is, I want to emphasize, a very tentative draft. It puts forth some possibly controversial suggestions for implementing the notions of the collegiate common market. The whole report can be broken down into two recommendations.

The first recommendation deals with the establishment of an independent statewide degree granting authority which, for lack of betterment, will be referred to as the University of the State of Illinois. I would like to read you an excerpt from the report that talks about the rationale for the establishment of such an independent degree granting authority. "These conditions," and I am quoting, "make it possible to identify a number of new plans for us in higher education for whom traditional means of providing higher education are inadequate. A list of these might include those who cannot afford the cost of higher education anywhere; those whose secondary preparations have been inadequate; those who must move frequently in order to accompany spouses or pursue careers; those whose educational progress has been interrupted by illness, military service or any of the hundred temporary necessities; those who lack racial identity to sustain a full participation in the educational establishment at the baccalaureate level; those who have become technically unemployed and must retool themselves in mid-career; elderly persons to whom educational opportunities were scarce at a more appropriate age; those exceptionally talented people for whom traditional education is inappropriate; those that are incarcerated in prisons or hospitals or confined by illness to their home; those who are denied admission to educational institutions because of temporary overloads on the existent system; those who are constrained by the needs of small children, elderly relatives and invalids; those who failed to take advantage of educational opportunities at an earlier time in their lives and have come to regret it." Many of these people are obviously being served by the community colleges, and being served well by these colleges.

It is the feeling of the committee that there is a need to serve these same kinds of groups, aggressively if you will, at the baccalaureate level and beyond; therefore, the committee recommends that the University of the State of Illinois have the following responsibilities: first, the integration and crediting of actual on-the-job and/or otherwise floating experiences incorporating the drive for continuing education programs with traditional curricular offerings; second, widened and expanded use of equivalency testing in order to offer students college equivalent credit; third, the development of multiple needs such as instructional television, a delivery of a variety of educational experiences for students at their places of employment, in their homes, and other central locations; fourth, experiment in individualized instruction and independent study options; fifth, expanded use of computer based instruction; and finally, and most important, a sensitive establishment of certain external and/or cooperative degrees at all degree levels.

The second major recommendation as a task force had to do with the establishment of higher educational regions in the state; each region being over, with a coordinating regional vessel--to oversee some of the higher educational activities in that region. It proposed that the regional councils should include not only members of the educational establishment, people like you and me, but also members of the lay community, students and consumers of education at all ages, from all walks of life, willing to help to identify regional needs; again, the same way community colleges identify their community needs. The purpose of these regional councils, as tentatively proposed by the task force, will not be governess but will rather be coordination and most important a brokerage of cooperative programs.

Well, let me just conclude by saying that this tentative preliminary draft will be the sole topic of discussion at the BHE's third inter-institutional planning

conference to be held in Carbondale, Illinois on June 1 and 2. I think a good number of you have been invited directly by Dr. Holderman, and all of you have been invited indirectly through invitations to your respective colleges through your chief executive officer. I hope a lot of you will come. I am expecting a very interesting conference. So I would like to see all of you in Carbondale.

Presentor: Charles T. Kerchner
Assistant Director for Programs
Illinois Board of Higher Education

We can proceed in an orderly fashion to the nearest exit and return to our campus and by three o'clock tomorrow afternoon have a fully integrated program of inter-institutions of cooperation on the way. And by 8:00 Monday morning, the President would like a report on his desk telling him it is done. I wish it were that easy. But if it's anything like the fellow who still can't believe he ate the whole thing, starting an inter-institution of cooperation in one city can cause an acute case of academic indigestion. But to follow the biological analogy of the delivery system, when you're pregnant you eventually have to deliver. Unfortunately, we have options other than Caesarean.

In the outline, some of the varying types of cooperation that are in existence, now underway, are not creatures of the task force or the collegiate common market, but creatures of individual prodigies of universities around the state that have seen needs and benefits from this type of inter-institutional cooperation that we are talking about. My list is not intended to be exhaustive but rather illustrative of some of the different types of plans that are going on now.

We could get cooperation with other state agencies. Let me cite the case of Shawnee College in southern Illinois which has been cooperating extensively with a correctional institution in southern Illinois to the extent that not only does their faculty serve the traditional academic and vocational/technical programs inside the prison facilities, but the residents of the prison are now allowed to come to the college facility off campus. So well are the inmates integrated into the regular college population, their pictures have appeared in the yearbook and their names on the dean's list.

Cooperation with high schools in the area of vocational/technical centers--Sauk Valley College has recently completed a pact with the Whiteside area of the vocational/technical area. It calls for more than just joint use of equipment and machinery; it allows for advanced placement on a career ladder structure of students that have had previous training in the vocational/technical center. One of those students reached the status of being a regular college student.

Cooperation with business or professional associations--Moraine Valley College is cooperating with the American Institute of Banking. It turns out that they have calls for AIB-taught courses which can be applied toward a degree in Finance and Credit at Moraine Valley.

Contractual arrangements with other junior colleges--Elgin Community College is planning on a contractual arrangement to teach Dental Assistance to students from Waubonsee, and Elgin is sending its auto technology students to Waubonsee under similar contractual arrangement. These types of contracts avoid some of the financial perils that are incumbent in the charge backs situation which has probably historically worked against an inter-institution cooperation as charges against any given institution quickly reach the point where having a single institutional program becomes financially involved.

Cooperation with universities--Chicago State University is distributing a questionnaire to the City Colleges of Chicago to determine the need for courses the City Colleges do not offer and will offer these courses in the evening. In addition, Chicago State is planning to offer classes for City College faculty on a weekend schedule.

Cooperation with private institutions--the Belleville Area College is trading courses with McHenry College on a non-monetary basis. This is on essentially a gentlemen s agreement basis in which students will be traded back and forth.

A faculty exchange is being explored by some of the colleges in the southern regions of the state whereby faculty may be hired jointly in more than one institution to teach upper level, as sophomore level courses in which there might be a limited need in any one of the colleges.

Community service and public service projects we have spoken of in terms of the proposals for the grant program. The funding will be available through the junior college boards. One preliminary proposal was described to me this afternoon involving service to the elderly, involving Northern Illinois University, Kishwaukee, Rock Valley, and Highland Community Colleges.

A reason for cooperation, of course, is the students in the community. In the crucial task of whether we can make a dollar savings in the program, provide a richer program, or do both at the same time, in many areas of the community college, it appears that it seems to be very appropriate for this to happen.

In the liberal arts and sciences or the baccalaureate programs, the benefits of cooperation in equipment or specialized faculty are entailed, but simply do not be afraid to ask for cooperation; likewise, in technological programs, cooperation may be made possible in much greater variety of listings of programs than in any other program. In the community oriented programs, public service agencies, branches of state, local government, private institutions and agencies, join together to strengthen the college as a positive force in the community.

There are two basic ways we can work: 1) through our own institutions, through the regional affiliations of presidents, and such organizations as this, through your board of trustees, and its regional association; and 2) to aid the junior college board and the Board of Higher Education and its plans for a statewide facilitation of inner institutions of planning.

We urge you to read the collegiate common market task force document, call us, write us, ask us to discuss it with you. Come to Carbondale and join the lively discussion there about what ways community colleges can be beneficial to the collegiate common market and then we will tell you how the collegiate common market can benefit community colleges.

Recorder: Wayne E. Willard
Vice President of Academic Affairs
Thornton Community College

5:00 p.m.-6:00 p.m. BUSINESS SESSION - ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Presiding: Robert E. Sechler, President

6:00 p.m. STUDENT REGIONAL MEETINGS

6:30 p.m.- 9:00 p.m. SECOND GENERAL SESSION AND BANQUET
(Sponsored by the Illinois Junior College Board)

Presiding: Rey W. Brune, Chairman
Illinois Junior College Board

Entertainment: College of DuPage Beauty Shoppe Quartette

Presentation: Student Achievement Recognition
Program Award Winners

Virginia H. Seemann
Chicago Continental Bank

Speaker: James D. Nowlan
Republican Lieutenant Gubernatorial
Candidate, State of Illinois

Speaker: Dr. Richard G. Browne
Former Executive Director
Illinois Board of Higher Education

"T. J. and J. C."

Ladies and Gentlemen:

Ten days ago I was in Springfield testifying in opposition to a bill that would abolish the Illinois Board of Higher Education. Last Sunday, I was at Canton to speak at a dinner honoring Dr. Bill Taylor for his long service to the local junior college. Today I faced the ordeal of presenting a report to the Illinois Junior College Board of a task force which dealt with the delicate task of bringing all the state into junior college districts. In between these affairs I have been to library meetings, church meetings, ground-breakings, building dedications, tennis tourneys, etc. with only a single free evening at home. This is retirement. This is NOT what the dictionary declares it to be.

This morning I got up very early to drive to Chicago in time for the Board meeting. This whole program is much too strenuous for a person my age. I feel like Groucho Marx when he came to a meeting here in Chicago after many travel delays, etc. and he remarked: "I'm really glad to be here in Chicago, one of my favorite cities. I feel just like <u>one of you</u>. I don't know which one it is but whoever it is he ought to be home in bed." I heard a radio interview with a rather prominent American who was asked what he would do if he had his life to live over again. He said: "If I had my life to live over again I wouldn't have the strength."

Actually I was delighted to come here. This is the seventh of these occasions and I remember them all. I can even recite the names of the speakers, although, except for the fine talks we had from Frank Fowle and Gerald Smith, don't ask me to recall what they said. (Yes, I DO remember some things that Lyman Glenny and Jim Holderman told us, even though I've been trying hard to forget them.)

The thing I like best about being here is that I am associating with some of the finest people I know. Many of you were in the audience at Springfield eighteen months ago when I spoke at the dinner honoring Gerald Smith. I remember that I looked over the group of board members, presidents, and other junior college people and said it reminded me of a profound comment John F. Kennedy made at a White House dinner. He had invited all the living American Nobel prize winners to a presidential dinner and most of them came. And he commented: "This is probably the greates collection of talent that ever sat down to dinner at the White House except perhaps when Thomas Jefferson dined alone."

I have before me a great collection of talent, and a great dedication to the junior college idea, so I want to return to Thomas Jefferson for my theme.

I have always been intrigued by Jefferson, a feeling shared by most political scientists and historians. A few years ago, when I was invited to the Commonwealth of Virginia to help develop their state plan for higher education, I found Jefferson helpful to me. I attended legislative hearings in the Old Capitol and walked through the rotunda where stand the statues of the eight presidents born in Virginia, more U.S. presidents than any other state, even including Ohio. As I worked on the state plan I wished to avoid any handicap of being a "Yankee carpetbagger" invading the South, so I asked my associates that my name not appear on the document. But then I solved all my concerns when I found, in Jefferson's Notes on Virginia, an apt quotation that entranced the Virginia citizens on the State Council. It appears on the Frontespiece of the Virginia Plan and reads as follows:

> By that part of our plan which prescribes the selection of the youths of genius from among the classes of the poor, we hope to avail the State of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for or cultivated.

That sounds to me that Jefferson was saying we need open-door colleges, the very kind that you and I have devoted ourselves to promoting.

But Jefferson died just 75 years before the first public junior college was established in America. How could he possibly have grasped the possibilities of our kind of higher education? Let us look further at his writings.

On September 7, 1914, he wrote a long letter to a friend, Mr. Peter Carr. He began by stating he had "long entertained the hope that this, our native state, would take up the subject of education" and he then went on to advocate a complete system of public elementary, secondary, and higher education. At the college level he described a number of professional schools, - law, theology, medicine, fine arts, and others. Then he proposed a school of "technical philosophy" to teach "the mariner, carpenter, shipwright, pumpmaker, clockmaker, machinist, optician, metallurgist, founder, cutler, druggist, brewer, vintner, distiller, dyer, painter, bleacher, soapmaker, tanner, powdermaker, saltmaker, glassmaker" and asked that, for these fields, there be instruction in "mechanics, statics, hydraulics, hydrodynamics, navigation, astronomy, geography, optics, pneumatics, physics, chemistry, mineralogy, and pharmacy." This from a man whose own college credits had been in Greek, Latin, metaphysics, mathematics, natural history, moral philosophy, and law.

I contend that Jefferson DID grasp, long before the rest of the country, that there was an important place for open-door, low-cost comprehensive colleges, and that these colleges should provide occupational education in a wide range of fields. That is not to say that he ignored the value of more traditional higher education. Through his influence the University of Virginia was founded near his Charlottesville home. He had unceasing interest in that university and the well-being of its students. In 1819 he wrote to the man who had been named to be the dormitory director for the new institution. I include his remarks for the pure joy of their content. He wrote:

> In answer to your request to be informed of the particular style of dieting the students which would be approved by the visitors of the University...I think something like the following will meet their approbation.
>
> For breakfast, wheat or cornbread, with butter, and milk or Coffee-au-lait, at the choice of each, no meat.
>
> For dinner, a soup, a dish of salt meat, a dist of fresh meat, and as great a variety of vegetables well cooked as you please.
>
> For supper, corn or wheat breat at their choice, and milk, or Coffee-au-lait, also at their choice but no meat.
>
> Their drink at all times water, a young stomach needing no stimulating drinks, and the habit of using them dangerous.
>
> No game of chance to be permitted in the house.

One can speculate what our modern college students would think of this kind of regimen. Those days are gone forever. Today's youth would not only call this in loco parentis but just plain loco. Times have changed.

And this brings me to the point of view I want to leave with you tonight, some comments on change, on transition, on progress, on future shock. Alvin Toffler produced a best seller about the rapidity of change, now and in the immediate future. Reich's The Greening of America dealt with the same phenomenon with his intriguing notion of Consciousness One, Two, and Three. Bob Dylan, poet of the New Left, has a song entitled "The Times They are A-Changin'".

> Come mothers and fathers throughout the land
> And don't criticize what you can't understand,
> Your sons and your daughters are beyond your command
> Your old road is rapidly agin'.
> Please get out of the new one if you can't lend a hand
> For the times they are a-changin'.

Now all these people are right about the self-evident fact that times do change. This has been happening for a long time. It is strange that a book about change can suddenly become a best seller. Exactly thirty years ago I co-authored a college textbook which was published by McGraw-Hill (shades of Clifford Irving!), which carried the title America in Transition. Unhappily it did not become a best seller. Carl Sandburg, in his volume The People Yes related an ancient proverb, ANCIENT mind you, about the king who asked his wise men to give him one statement of absolute and ever-lasting truth, and they wrote, "This, too, shall pass away". Someone has predicted that when the Great Wall of China crumbles and reveals its cornerstone, placed there some thirty centuries ato, there will be inscribed on it "This is an age of transition".

Thomas Jefferson was an exponent of change. He helped revolutionize agriculture, architecture, the coinage, he proposed a plan of freeing the slaves more than sixty years before it came about. His was a mind unfettered by dogma and constantly open to new ideas. But he had a philosophy about change, a clear notion that throughout all social revolution there are a few constants that must not be forgotten. He favored movement in society's culture but he clung to certain anchors that would insure that change meant real progress.

Let me try to apply this philosophy to the junior college.

You and I have seen an enormous change in the structure and activity of Illinois public higher education, ALL public higher education but especially the junior college. Twenty-five years ago there were just twelve public junior colleges in the state, enrolling only 14,000 students, two-thirds of these were in Chicago. Most of the state was not served at all. Today we have 37 operating colleges, soon there will be 38, with enrollment of 187,000. Twenty-five years ago there was not a single building in the state that had been built specifically to house a junior college. Now there are capital improvements that will soon reach an investment of $350 million. Almost 2,000 approved programs are taught in some 11,000 separate courses. And we have not yet finished our growth.

By this great community college system Illinois has opened the doors of opportunity to many thousands of persons who formerly were not able to receive higher education. Many of these have come from the "classes of the poor" that Jefferson noted were as greatly endowed with genius as the rich but whose talents, as he said, would "perish without use, if not sought for and cultivated".

One dramatic result of the expanded junior college opportunities now afforded can be evidenced by the increased enrollment of racial and ethnic minorities. The performance of the Illinois public junior colleges in this respect is noteworthy. The public junior colleges of Illinois enroll more blacks, by far, than do the public degree-granting institutions. In fact the City Colleges of Chicago alone enrolls more blacks than do all the public degree-granting institutions combined. Thornton educates more blacks than either Northwestern University or DePaul. Joliet has more black students than the University of Chicago. I am told that Illinois Central College, the first year it opened its doors, enrolled more blacks than Knox College had admitted in its 130-year history.

Furthermore many of these black students are poor. Nationwide data show that over half come from families with family incomes below $6,000. Less than half of their parents have high school education. More than half of the black students come from homes broken by death, separation, or divorce. Our colleges give these students a chance.

Yes, we have seen dramatic changes in the junior colleges in recent years - more students, better buildings, broader curricula, greater opportunities for racial and ethnic minorities, new libraries filled with new books, new faculties, better techniques for counselling, new methods of instruction, the use of all sorts of devices that were unknown two or three decades ago. And a constant pressure to be even more innovative.

All this Thomas Jefferson and I approve. Furthermore, there are sure to be changes in the years ahead. The whole community-junior college movement is an expression of a significant social change, one that has already had a strong impact on the American educational system. I share your pride in it. Long may it prosper.

But now there comes the time for my sermon, my word of caution, my counsel of prudence. Let me speak from the conservatism of my three-score years and ten and try to point out some dangers. Because the question has already been asked:

What will take the place of the junior colleges in the next century? The junior colleges were created and grew because of the failures of the existing institutions of higher education - failure to provide for the special needs that our colleges have demonstrated to be important. When will our colleges no longer serve the needs of society? They will fail unless they change and they will fail if they change thoughtlessly, carelessly, irresponsibly.

I suggest three anchors to withstand the perils of thoughtless change. Three things that I hope will NOT pass away. I am inclined to change predict that if they do, if we lose any one of these three basic qualities, that we will deserve to be replaced by some newer, better venture. These are the three things that must distinguish us from other institutions of higher education. In general, I believe we practice these three characteristics. But there are small signs that sometimes, some of us in some particulars - have subverted them. What are the three?

1. The good community-junior colleges must maintain an open door. This means not only relatively free admission standards, and low tuition costs to the student; it means much more. It means flexible academic calendars so that students may enroll at almost any time, it means breadth of offerings sufficient to attract almost any serious student, it means the active recruitment of the poor, the culturally disadvantaged, the rejects. Having admitted these people they must be motivated to continue. (Last Sunday evening I heard a splendid choral group from Spoon River College sing a moving arrangement of the inscription on the Statute of Liberty.)

> Give me your tired, your poor,
> Your huddled masses yearning to breathe free,
> The wretched refuse of your teeming shore,
> Send these the homeless, tempest-tossed to me,
> I lift my lamp beside the golden door.

The open door may mean buses for students who do not have access to automobiles. It may mean classrooms in storefronts in the central city. It may mean extension centers, individual study, television, programmed learning. But we must always look at the students as persons and find what they need. Then provide it.

2. The good community-junior college must be locally controlled and responsible to its constituents. We must resist any changes which lead to statewide domination and the conformity of mediocrity. Local board members must be responsible and they must act responsibly to preserve their autonomy. Should they, or their administrators, act irresponsibly they open the door to greater state control. They, and the college faculty, must be in constant touch with local people, identifying their needs, sharing with them the college's problems, seeking their advice and their help.

3. The good community-junior college jealously preserves its unique character. It is not, it does not intend to become, it does not wish to be a four-year degree-granting institution. More than a decade ago I spoke to the Junior College Association as follows:

> I would not be too concerned with what the four-year colleges and universities want you to do. Nor would I try to model my programs after theirs. Students living away from home want many services, many extra-class functions, and much activity that is not relevant for commuting students. I would not try to match the glamour, the parades, the athletic spectacles, the fraternity and sorority mores. Your students want and deserve better things than these. Many of your students are

working people, ambitious to get along, earnestly seeking practical help toward an established goal. You can give them solid food cut to their own requirements. You can be flexible as regards scheduling and credit, experimental in both content and method. Where your work is of high quality, the four-year colleges will come to you and offer their approval.

Here, over ten years later, I am sometimes appalled at the extent to which some of our junior colleges have slid down the treacherous path toward athletic over-emphasis, with its accompanying hypocracy and disgrace. I do not condone the flagrant dishonesty of the athletic programs of many major universities. But I am ashamed to have public junior colleges become minor-league farm clubs for the big-time schools. We should resolve to be ourselves - to be different - to do the things we were established to do.

In saying this my threescore years and ten may be showing.

Thomas Jefferson was an advocate of change. But he had a superb sense of the values that endure. This is best illustrated by the familiar but remarkable instructions he gave for his tombstone. He wrote out carefully what he wanted: "A plain die or cube of 3 feet without any mouldings, surmounted by an obelisk of six feet height each of a single stone. On the faces of the obelisk the following inscription and <u>not</u> <u>a</u> <u>word</u> <u>more</u>: 'Here was buried Thomas Jefferson..'" and then?

There could have been written that he had served in the Virginia House of Burgesses, that he had been Governor of Virginia, a member of Congress, American Ambassador to France, Secretary of State of the United States, Vice-president, and President of the United States for two distinguished terms. But he named none of these things. Instead his stone reads:

"Here was buried -

Thomas Jefferson, Author of the Declaration of American Independence, of the Statute of Virginia for religious freedom, and father of the University of Virginia,

"because of these", he wrote, "testimonials that I have lived, I wish most to be remembered."

The Declaration of Independence - free government, the Virginia Statute of Religious freedom - free religion, and the state University of Virginia - free education. These are the things that do not change. They are the anchors that guide our nation's progress.

Change for the community-junior colleges - of course. But may we not lose our anchors - the open-door, local control, our distinctive, unique, and relevant kind of higher education.

* * * * *

9:00 p.m.-12:00 p.m. STUDENT ENTERTAINMENT

Saturday, May 13, 1972

8:30 a.m.-10:15 a.m. GENERAL SESSION - LEGISLATIVE

Presiding: Fred L. Wellman
Executive Secretary
Illinois Junior College Board

Topic: "Current Status of Legislation in the 1972 General Assembly"

Discussants:

Mrs. Dorothy W. Herm, Chairman
Board of Trustees
Illinois Central College, and
Chairman, ICCTA Legislative Committee

William M. Staerkel, President
Parkland College

Albert R. Imle, Legal and Legislative Counsel, Illinois Community College Trustees Association

L. H. Horton, Jr., Executive Secretary
Illinois Community College Trustees Association

Robert E. Sechler, Presiding
Illinois Association of Community and Junior Colleges

Jeanne P. Marion, Legislative Chairman
Illinois Junior College Faculty Association

Recorder: Richard L. Fox, Associate Secretary
Illinois Junior College Board

9:00 a.m.-12:00 Noon SEMINAR - ILLINOIS ASSOCIATION OF COMMUNITY COLLEGE STUDENTS

10:30 a.m.-12:00 Noon REGIONAL COORDINATORS, ILLINOIS COMMUNITY COLLEGE TRUSTEES ASSOCIATION

Chairman: Mrs. Catherine Perkins

BUDGET COMMITTEE, ILLINOIS COMMUNITY COLLEGE TRUSTEES ASSOCIATION

Chairman: Walter Adkins

10:30 a.m. -12:00 NOON SEMINARS:

a. CAREER EDUCATION FOR THE COMMUNITY COLLEGES

Presiding: Andrew S. Korim
Specialist in Occupational Education
American Association of Junior Colleges

Panel: William E. Nagel, Executive Director
Advisory Council on Vocational Education

Sherwood Dees, Director
Vocational and Technical Education

Walter J. Bartz, Coordinator
Post Secondary Coordination Unit
Vocational and Technical Education

Recorder: Edwin G. Fitzgibbon, Dean
Vocational-Technical Education
Lewis and Clark Community College

b. STATE CONSTRUCTION GUIDELINES AND PROCEDURES

Presiding: Erie Jones, Chairman
Junior College Construction Review Task Force

Recorder: Lawrence E. Stone
Construction Engineer
Illinois Junior College Board

c. FINANCE

Presiding: John Morrow, Director of Research and Funded Programs
Malcolm X College--City Colleges of Chicago

Topic: "Federal Grantsmanship"

Recorder: Richard B. Jensen
Dean of Administration
Prairie State College

Mr. Morrow explained at the opening of the meeting that the purpose of the program was to focus around a system of tapping into the federal dollars that are now available to community colleges. He went on to say that Illinois community colleges must begin to develop methods of tapping these resources.

Mr. Morrow then introduced Dr. Byerly, who opened his section of the meeting by explaining that the community colleges haven't tapped the federal resources that are available because they have no plan. Grants are essentially very simple and the only thing you have to do is to develop some sort of system in which you will be able to tap these resources. The first question you ask is, "Where do I start?" Dr. Byerly felt that you start right at home with your Board and your President accepting the following principles:

1. A sincere commitment for research and development.

2. Give the representatives who deal with this authority to act for the institution.

Once these principles have been accepted, the Research and Development Director should develop a profile sheet on the college. This profile sheet should include some of the following information:

1. History
2. Legislative mandate
3. Statistics
4. Follow-up Data
5. Institutional programs
6. Demographic studies of students
7. Etc.

In addition to the profile sheet, the R. & D man should develop a Washington contact file, regional contact file, and an efficient library.

Mr. Mensel began his presentation with the statement that more and more of our national wealth will be invested in higher education and the community colleges should get ready. Thus, we must put our house in order. The Pell and Green Bills indicate the potential federal funding that is going to be available in the future. There is a strong indication that grants to students will increase, capitation grants to colleges will be introduced, and increased revenue sharing with the states relative to national objectives will increase. Thus, colleges should begin a two phase program to get ready for this increased aid. Mr. Mensel outlined Phase I as the gearing up period, in which colleges develop their institutional plan around the long range economic plan of our individual region. This kind of approach will require a Research and Development Office and Mr. Mensel outlined what he felt was a model of such office.

The Phase II section of Mr. Mensel's plan should be a "tuning in" of the college, in which the college communicates with its staff and community to discover how resources can be tapped specifically.

The meeting ended with a question and answer period covering specific programs as well as other information. Dr. Byerly commented that all programs that are pursued by your college should reflect the Master Plan that you have adopted. Mr. Mensel invited all to attend the December 3-5 Washington meeting in order to get some information regarding the forty three federal agencies supporting higher education.

One strong recommendation that came out of the meeting was that the Illinois Junior College Board should plan to sponsor a series of regional government grant workshops throughout the state, designed to encourage and assist community colleges in Illinois to become more directly involved in government funding. It was agreed that the proposed workshops should begin in late summer to capture the provisions of the Omnibus Higher Education Act of 1972 if and when this important legislation becomes law.

A second recommendation that was approved by the participants and the panelists was to establish an association of community college development officers. The major responsibility of this association will be to keep Illinois community colleges abreast of new funded programs and to provide technical assistance to community colleges who wish to submit proposals for specific programs.

d. INSTRUCTION

Presiding: G. Robert Darnes, Associate Secretary
Illinois Junior College Board

Topic: "Physical Education in Higher Education"

Presentors: Charles Kerchner
Assistant Director for Programs
Illinois Board of Higher Education

Art Adams
Associate Director of Admission
Illinois State University

Recorder: Alfred E. Wisgowski
Administrative Dean of the College
Illinois Valley Community College

Dr. Darnes reported the action taken by the Illinois Junior College Board at its meeting on Friday, May 12, 1972 pertinent to Agenda Item 7D. He then introduced the presentors.

Mr. Charles Kerchner

Mr. Kerchner outlined the events that led to the Board of Higher Education's recommendation that no State funding be provided to support credit hours generated through involuntary physical education. He noted that limited financial resources had necessitated the establishment of program priorities and that physical education activity courses were given low priority by institutions of higher education. Kerchner then referred to the position of the Board of Higher Education as stated in an office release entitled "Involuntary Physical Education - FY 73 Budget Recommendations" dated February 1, 1972, as follows:

INVOLUNTARY PHYSICAL EDUCATION
FY 73 Budget Recommendations

At its meeting on January 4, 1972, the Board of Higher Education recommended to the Governor, to the General Assembly and to the governing boards of Illinois' public colleges and universities, that the involuntary physical education required for the attainment of a baccalaureate degree be eliminated as a requirement. Further, it was recommended that the total credit hour requirements for the baccalaureate degree be lowered to reflect the actual elimination of the physical education requirement.

To implement this recommendation, it was recommended that: 1) the resources currently allocated to support these involuntary requirements be eliminated from the FY 73 budget; and 2) supplemental resources be provided on a per student basis to support voluntary programs which encourage the healthy physical development of all students. The dollar amounts currently allocated to maintain the physical education requirements were estimated for each campus in consultation with institutional officers. For supplemental funding, $5.00 was recommended for each on-campus student to support voluntary programs. Statewide in the public senior institutions, the effect of this recommendation is a budget reduction of $2.36 million, supplemented by $860,000 for voluntary programs, for an actual reduction of $1.50 million.

In the community college system, it was recommended that no State funding be provided to support credit hours generated through involuntary physical education. The budget package recommended for the community colleges reflects a reduction in the total number of credit hours estimated to constitute involuntary physical education.

The basis for this recommendation is that the changing needs and values of today's students point to a shifting of responsibility for the healthy physical development of students from the institution of higher education to the student. It is felt that physical education, both academic and activitiy courses, should be placed on a voluntary, elective basis determined ultimately by student choice. We believe that as students become full-fledged citizens (as they are at 18 in Illinois), they, like all citizens, should carry a greater burden of responsibility for their learning, their choices, and their own activities, physical or otherwise.

By eliminating physical education as a requirement, elective physical education courses, both academic and activity courses, can compete with other electives for students and for resources. The supplemental funding recommended for voluntary programs in senior institutions should ease the transition from required to elective physical education. The widespread student interest and voluntary participation in intramural sports, for example, suggests that physical education programs on an elective basis may, in the future, expand significantly rather than contract. In the community college system, because of the different funding procedure, conservative estimates of the credit hours generated through required physical education were made to ease the transition to physical education on an elective basis.

In reviewing this overall recommendation with various constitutent groups, widespread support was voiced. In the words of a leading institutional officer in the State, this recommendation "makes academic sense in the minds of faculty." Some institutions have already moved to change the requirement. The Student Advisory Committee adopted a strong resolution supporting the elimination of involuntary physical education requirements.

This recommendation should not have an adverse effect on the rebular academic physical education programs now offered at all levels or on elective physical activity courses for credit. Supplemental funding (to be used at the discretion of the institutions) is recommended to support elective activity programs for credit or non-credit, intramurals, and other voluntary physical activities.

Dr. Art Adams

Dr. Adams discussed the impact of the Board of Higher Education's recommendation on institutional staffing, program offerings, etc. Dr. Adams based his discussion on reactions he had solicited from senior universities as to how they were implementing the recommendation of the BHE regarding physical education activity courses. Dr. Adams reported there was no uniform reaction from senior institutions from which responses had been solicited regarding the status of physical education requirements. "P.E. requirements are being reviewed", was a frequent response. Only one senior institution reported it was reducing its Bachelor Degree requirements to 120 semester credits. Typically senior institutions reported that physical education credits earned in community colleges were acceptable for: 1) general education requirements, 2) a major in physical education, 3) teacher certification, and 4) elective credit if room exists for such electives.

A spirited discussion followed. Discussion from the floor seemed to focus attention on whether or not the Council of Community College Presidents had recommended that Physical education be assigned low priority.

Clarification was requested whether Senior Institutions were going to lower the number of semester credits required for the baccalaureate degre and whether credit hours in physical education could be included if degree requirements were lowered. Dr. Darnes indicated his willingness to collect this information.

RESOLUTION

The session concluded with the following resolution:

> "Be it resolved; 1) that Senior Colleges accept the Associate in Arts Degree, and 2) Junior Colleges may use physical education as electives in the Associate in Arts Degree."

The following statements were received from senior institutions:

Northeastern Illinois University:

1. Currently, all students at Northeastern are required to take three units of physical education to meet graduation requirements. The majority of our students are in Teacher Education and must meet State certification requirements which still call for credit in physical education. No change is contemplated so far as I can ascertain in the physical education requirement of three hours for Liberal Arts students.

2. We accept three hours of credit in the physical education on transfer from a junior college:

   (a) Teacher Education students who do not present three units at the time of transfer must complete courses in physical education here.

   (b) Students transferring from junior community colleges with more than three hours of physical education lose such credit unless they are physical education majors. In this case application of physical education courses to the major is determined by the p.e. department.

Sangamon State University:

Since Sangamon State University does not require any physical education for graduation nor does the University offer any physical education courses, the Board policy does not particularly affect us.

Students who transfer to Sangamon State University from junior colleges and who have the A.A. or A.S. degree are admitted to full junior standing. If physical education is a part of their associate degree, the University, of course, accepts this credit as bona fide lower division work.

Northwestern University:

Northwestern University does not require physical education for a diploma. It gives credit for physical education courses taken elsewhere only if the student is majoring in education (including dance). Liberal arts transfers receive no credit for physical education course work.

Northern Illinois University:

We accept all transfer physical education credit as electives. Any student desiring teacher certification needs to keep in mind that physical education is still required.

Bradley University:

Bradley University presently requires two semesters of physical education. However, if a student transfers into the University with junior standing (minimum of 56 semester hours of credit), he is not required to take physical education if he previously did not earn credit for it.

The physical education requirement will be reviewed next Fall.

DePaul University:

At DePaul University, Physical Education credit can be used in three following manners:

1. Physical Education Major: Part of major requirement.
2. Education Major: Part of allied field, certification requirements.
3. All other majors: Elective credit.
   It is true, however, that in some professional majors the program is so tight that there are no electives. In these majors the P.E. credit is record, but is above and beyond the requirements for degrees.

At DePaul there is no general education requirement in physical education.

Chicago State University:

In order to conform to the directive issued by the Board of Governors, the requirements for the baccalaureate degree are now being studied at Chicago State University.

Since the work has not yet been completed, no policy can be announced with regard to transfer credits earned in physical education courses.

Governors State University:

Governors State University will accept as part of the general education program of transfer students from junior colleges credit submitted in the field of physical education. However, physical education is not a required part of the general education program nor is it a graduation requirement."

University of Illinois at Chicago Circle:

The University of Illinois at Chicago Circle exempts from the physical education requirement transfer students having 60 or more semester hours of baccalaureate-oriented courses. Thus, the elimination of the physical education requirement in the junior or community colleges will have no effect on those students holding the Associate of Arts or Associate of Science certificate.

At present, those transfer students having less than 60 semester hours must satisfy the UICC graduation requirement of earning six quarters of credit in physical education unless they are veterans or receive official waivers on physical grounds.

As to budgetary considerations and compulsory physical education at Circle, the Chancellor's Report, May, 1972 (p.4) states that "... physical education at the campus deserves special attention. This need not take the form of a mandatory curricular requirement--and, in fact, the campus has been moving toward the elimination of such a regulation. But this should not lead to the expectation of substantial budgetary savings if the broader purposes of the entire program in physical education are to be effectively achieved."

10:30 a.m.-12:00 Noon BUSINESS SESSION, ILLINOIS JUNIOR COLLEGE FACULTY ASSOCIATION

Presiding: David Erickson, President, Illinois Junior College Facutly Association
Loop College--City Colleges of Chicago

12:00 Noon LUNCHEON - ILLINOIS COMMUNITY COLLEGE TRUSTEES ASSOCIATION

1:30 p.m.- 3:00 p.m. BUSINESS SESSION - ILLINOIS ASSOCIATION OF COMMUNITY COLLEGE STUDENTS

1:30 p.m.- 3:00 p.m. BUSINESS SESSION - ILLINOIS COMMUNITY COLLEGE TRUSTEES ASSOCIATION

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